

**PROCEEDINGS**

**FORTIETH ANNIVERSARY CONFERENCE**

**National Association of Student  
Personnel Administrators**

**The French Lick - Sheraton Hotel  
French Lick, Indiana**

**April 13, 14, 15, 16  
1958**

P R O C E E D I N G S

Fortieth Anniversary Conference

NATIONAL ASSOCIATION OF STUDENT  
PERSONNEL ADMINISTRATORS

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President ..... Dean Donald M. DuShane, University of  
Oregon  
Vice President ..... Dean Noble B. Hendrix, University of Miami  
Vice President ..... Dean Robert H. Shaffer, Indiana University  
Secretary-Treasurer . Dean Fred H. Turner, University of Illinois

Executive Committee: The Officers and

Dean Frank C. Baldwin .....Cornell University  
Dean Thomas L. Broadbent....University of California, Riverside  
Dean Alexander R. Cameron.....Lawrence College  
Dean Mayne Longnecker ..... Southern Methodist University  
Dean Philip Price ..... Clarkson College of Technology  
Assistant Dean J. Leslie Rollins..Harvard Graduate School of  
Business Administration  
Dean Victor T. Trusler...Kansas State Teachers College, Emporia  
Director Victor R. Yanitelli, S.J. .... Fordham University  
Dean Arno Nowotny, Placement Officer ..... University of Texas

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Held at

The French Lick-Sheraton Hotel  
French Lick, Indiana

April 13, 14, 15, 16, 1958

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## STATEMENT OF PRINCIPLES

Adopted by the National Association of  
Student Personnel Administrators,  
34th Anniversary Conference,  
Colorado Springs, Colorado.

The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity, that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them.

He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning.

He takes an active part in providing competent professional services as they are needed by students in determining their individual goals and in solving the personal problems which are barriers to their educational progress.

Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others.

He helps to establish effective communication of student needs, interests and opinions to the faculty and administration, and communication of faculty and administration opinion and policy to students. He encourages personal relationships between student and faculty because he believes the knowledge and understanding gained is vital to the best work of both.

Because the relationship of college students to persons in authority may influence attitudes held through life, he takes active leadership about the discharge of institutional responsibility according to established principles which are clearly stated, and insists upon fairness, honesty and due respect for the dignity and welfare of students.

P R O G R A M

## THE FORTIETH ANNIVERSARY CONFERENCE

**THEME:** Changing Concepts in Student Personnel Services (Reappraising Personnel Resources and Practices to Meet the Needs of Expanding Enrollments).

SUNDAY, April 13, 1958

10:00 A.M. Registration - NASPA Registration and Information Desk, Lobby.

## REGISTRATION COMMITTEE

Dean Carl W. Knox, Chairman, Miami University  
 Director William O. Batts, Vanderbilt University  
 Assistant Dean C. William Brown, Illinois Institute of Technology  
 Assistant Dean Donald P. Hardy, University of Delaware  
 Dean Donald Kluge, Eastern Illinois University  
 Assistant Dean Rollin Sininger, University of Texas  
 Coordinator Dale E. Strick, Carnegie Institute of Technology

## COMMITTEE ON RECEPTION AND HOSPITALITY

Dean Robert V. Thompson, Chairman Evansville College  
 Associate Dean Leo R. Dowling, Indiana University  
 Dean Thomas Johns, Hanover College  
 Assistant Dean William R. Nester, University of Cincinnati  
 Dean Lawrence A. Riggs, DePauw University  
 Dean O. D. Roberts, Purdue University  
 Dean Herbert F. Schwomeyer, Butler University  
 Dean Robert H. Shaffer, Indiana University  
 Assistant Dean William Stielstra, Purdue University

1:30 P.M. Meeting of the Executive Committee - Room 602.

1:30 P.M. Meeting of Committees and Commissions as called by Chairmen.  
 Room assignments for meetings can be secured at the Registration and Information Desk in the Lobby.

3:00 P.M. Orientation Meeting for New Deans, New Members, and Visitors - Convention Hall.

Chairman: Dean James C. McLeod, Northwestern University

## Panel Members:

Dean James G. Allen, Texas Technological College  
 Executive Assistant to Dean of College; Frank Dowd, Rochester  
 Dean John Gwin, Beloit College  
 Dean Glen T. Nygreen, Kent State University

6:00 P.M. First and Opening Session of the 40th Anniversary Conference - Main Dining Room.  
 Dinner meeting to which wives of Deans are invited.

SUNDAY, April 13, 1958 (Con'd.)

Presiding: Dean Robert H. Shaffer, Indiana University

Invocation: Director Victor R. Yanitelli, S.J., Fordham University

Introduction of Speaker: Dean Frank C. Baldwin, Cornell University

The President's Address: Dean Donald M. DuShane, University of Oregon - "NASPA - The Years After Forty"

9:00 P.M. Reception - Convention Hall.  
All Deans, Visitors, and their Wives are invited.  
Refreshments.

MONDAY, April 14, 1958

8:00 A.M. Registration Continued - Lobby.

9:00 A.M. Second General Session - Convention Hall.

Presiding: Dean Donald M. DuShane, University of Oregon

Introduction of Speaker: Dean John H. Stibbs, Tulane University

Keynote Speaker: Doctor Robert M. Strozler, President, Florida State University  
"The Dean at Work - and Play"

10:15 A.M. Group Discussions of the Presidential and Keynote Addresses.

The groups for this session are by size of institution. The divisions are:

Group A - Institutions with up to 1,500 students.  
Group B - Institutions with 1,501 to 5,000 students.  
Group C - Institutions with 5,001 to 10,000 students.  
Group D - Institutions with 10,001 or more students.

Select the appropriate group or the group of your choice.

GROUP A - Institutions with up to 1,500 Students.

Room - Monon Room

Chairman: Dean E. Douglas Webster, Utica College of Syracuse University.

Recorder: Director John L. Ryan, S.J., Georgetown University

MONDAY, April 14, 1958 (Con'd.)

Panel Members: Dean Alan Coutts, Dickinson College  
Dean John W. Shanline, Gettysburg College  
Dean Kenneth R. Venderbush, St. Lawrence  
University  
Dean William A. Yardley, Midwestern University

GROUP B - Institutions with 1,501 to 5,000 Students.

Room - Convention Hall

Chairman: Dean Richard E. Hulet, Illinois State Normal  
University

Recorder: Dean Dave Lawrence, University of Louisville

Panel Members: Dean McCrea Hazlett, University of Rochester  
Dean W. D. Holdeman, Oberlin College  
Dean B. L. Perry, Jr., Florida Agricultural and  
Mechanical College  
Dean J. R. Switzer, Mississippi Southern College

GROUP C - Institutions with 5,001 to 10,000 Students.

Room - Demons Den

Chairman: Dean Maurel Hunkins, Ohio University

Recorder: Assistant Dean William R. Nester, University of  
Cincinnati

Panel Members: Dean Donald K. Alderson, University of Kansas  
Dean James K. Sours, University of Wichita  
Dean H. Donald Winbigler, Stanford University  
Director Bennie A. Zinn, Agricultural and  
Mechanical College of Texas

GROUP D - Institutions with 10,001 or more Students

Room - South Foyer

Chairman: Dean Tom King, Michigan State University

Recorder: Assistant Dean Daniel J. Grier, Purdue University

Panel Members: Dean R. C. Beaty, University of Florida  
Vice President G. Bischofberger, S. J., Marquette  
University  
Dean John F. McKenzie, Boston University  
Associate Dean Jodie C. Smith, University of  
Oklahoma

12:30 P.M. Luncheon - Third General Session - Main Dining Room (Wives are  
invited.)

MONDAY, April 14, 1958 (Con'd.)

Presiding: Dean Noble B. Hendrix, University of Miami

Invocation: Dean Gilbert G. MacDonald, Northeastern University

Introduction of Speaker: Dean Glen T. Nygreen, Kent State University

Speaker: Dr. John Cuber, Professor of Sociology, Ohio State University - "What Do We Know About College Students?"

2:30 P.M. Informal Discussion Group Sessions.

Room assignments for these Discussion Groups will be posted at the Registration and Information Desk in the Lobby. (Note: The topics assigned Groups I, IV, V, and XII are repeated on Tuesday afternoon.)

GROUP I - Student Participation in Institutional Policy Making and Administration

Chairman: Dean Jack C. Clevenger, State College of Washington

Panel Members: Dean Robert W. Bishop, University of Cincinnati  
Dean Noble B. Hendrix, University of Miami  
Dean John R. O. McKean, Allegheny College

GROUP II - Utilization of Students in the Student Personnel Services Program

Chairman: Dean John F. Quinn, University of Rhode Island

Panel Members: Dean Theodore W. Biddle, University of Pittsburgh  
Assistant Dean Edwin B. Price, University of Texas  
Dean J. Towner Smith, Western Michigan University

GROUP III - Utilization of Faculty in the Student Personnel Services Program

Chairman: Dean Frank J. Simes, Pennsylvania State University

Panel Members: Associate Dean Robert G. Gordon, University of Southern California  
Dean Kent Hawley, Alma College  
Dean James C. McLeod, Northwestern University

GROUP IV - Training Programs for Student Leaders

Chairman: Dean Robert S. Hopkins, University of Massachusetts

MONDAY, April 14, 1958 (Con'd.)

Panel Members: Dean John Rawsthorne, Principia College  
Dean Daniel J. Sorrells, Central Michigan  
College  
Director Victor R. Yanitelli, S. J., Fordham  
University

GROUP V - Changing Attitudes of Students in Changing Times; De-  
veloping Student Responsibility and Maturity

Chairman: Dean Ralph A. Young, College of Wooster

Panel Members: Associate Dean Robb G. Gardiner, University of  
New Hampshire  
Assistant Dean Robert James, University of  
Maryland  
Dean Hurford E. Stone, University of California,  
Berkeley

GROUP VI - What Should a Small College "Ideal" Student Person-  
nel Services Program Embrace?

Chairman: Dean Howard Hoogesteger, Lake Forest College

Panel Members: Dean Thomas L. Broadbent, University of Cali-  
fornia, Riverside  
Dean Abner L. Hanson, Florida Southern College  
Dean David L. Harris, Ripon College

GROUP VII - Organization of Effective Counseling Programs -  
Recent Developments and Trends

Chairman: Dean George B. Peters, University of Pennsyl-  
vania

Panel Members: Dean Ben David, University of Miami  
Doctor Allen E. Ivey, Department of Guidance,  
Boston University  
Assistant Dean D. L. Shutt, University of  
Arizona  
Dean Jorgen S. Thompson, Augustana College

GROUP VIII - The Role of Student Personnel Services During the  
Period of Expanding Enrollments

Chairman: Dean I. Clark Davis, Southern Illinois University

Panel Members: Dean John P. Gwin, Beloit College  
Dean Arno J. Haack, Washington University  
Dean William E. Toombs, Drexel Institute of  
Technology



MONDAY, April 14, 1958 (Con'd.)

GROUP IX - How Can the Student Personnel Services Program Be Made a More Positive Force in the Institution's Total Educational Program?

Chairman: Dean Philip Price - Clarkson College of Technology

Panel Members: Provost Monroe S. Carroll, Baylor University  
Dean Laurence C. Woodruff, University of Kansas

GROUP X - Administration of Discipline through Student Courts

Chairman: Dean Carl Grip, Temple University

Panel Members: Dean D. Whitney Halladay, University of Arkansas  
Vice President Raymond J. Kelley, S. J., University of Santa Clara  
Dean Mark W. Smith, Denison University

GROUP XI - Encouragement of Academic Excellence; Recognition of Distinguished Students

Chairman: Dean Gilbert G. MacDonald, Northeastern University

Panel Members: Dean Sam Basta, University of Nevada  
Dean Joseph C. Clarke, Trinity College  
Dean Russell A. Griffin, Western Reserve University

GROUP XII - Responsible Student Government; The Extent of Its Scope and Authority

Chairman: Dean Clarence E. Deakins, Illinois Institute of Technology

Panel Members: Dean Charles R. Gadaire, American International College  
Associate Dean J. D. Leith, Lehigh University  
Dean Fred H. Weaver, University of North Carolina

6:00 P.M. Dinner - Main Dining Room.

(No Program. Special groups or committees may arrange to meet together for dinner. To make such arrangements, see Dean John F. McKenzie, Assistant Conference Chairman.)

8:00 P.M. Fourth General Session - Convention Hall.

Presiding: Dean John F. McKenzie, Boston University

Student Panel: "Student Expectations of the Student Personnel Services Program."

## MONDAY, April 14, 1958 (Con'd.)

Moderator: Dean O. D. Roberts, Purdue University

Panel Members: Miss Mary Jean Anderson, Evansville College  
 Mr. Harry Nachtigal, Anderson College  
 Miss Lois Schumm, Ball State Teachers College  
 Mr. Edward Whalen, Indiana University

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 TUESDAY, April 15, 1958

9:00 A.M. Fifth General Session - Convention Hall.

Presiding: Dean Philip Price, Clarkson College of Technology

Introduction of Speaker: Assistant Dean J. Leslie Rollins,  
 Harvard Graduate School of Business  
 Administration

Guest Speaker: Mr. Moorhead Wright, Institute for Advanced  
 Management, General Electric Company - "Can  
 Business Research in Management Help Education-  
 al Administrators?"

10:15 A.M. Sixth General Session - Business Meeting.

Presiding: Dean Donald M. DuShane, University of Oregon

Special Order of Business: Report of the Committee on Nomina-  
 tions and Place

Reports of Committees and Commissions

12:00 M. Conference Photograph - The place where this photograph is to be  
 taken will be announced.

12:30 P.M. Luncheon - Seventh General Session - Main Dining Room.  
 (Wives are invited.)

Presiding: Dean Thomas L. Broadbent, University of Cali-  
 fornia, Riverside

Invocation: Dean James C. McLeod, Northwestern University

Introduction of Speaker: Dean Fred H. Turner, University of  
 Illinois

Guest Speaker: Doctor Coleman R. Griffith, Professor of Educa-  
 tion, University of Illinois, and former Direc-  
 tor, Office of Statistical Information and Re-  
 search, American Council on Education - "On  
 Taking Student Personnel Services Seriously"

TUESDAY, April 15, 1958 (Con'd.)

2:30 P.M. Informal Discussion Group Sessions.

Room assignments for these Discussion Groups will be posted at the Registration and Information Desk in the Lobby. (Note: The topics assigned Groups XIII, XIV, XV, and XXII are repeats of topics used on Monday afternoon.)

GROUP XIII - Student Participation in Institutional Policy Making and Administration

Chairman: Dean Mayne Longnecker, Southern Methodist University

Panel Members: Mr. Ray Farabee, President, U. S. National Student Association  
Director James E. Foy, Alabama Polytechnic Institute  
Dean Margaret L. Johnson, Richmond Professional Institute  
Director Elden T. Smith, Bowling Green State University

GROUP XIV - Changing Attitudes of Students in Changing Times; Developing Student Responsibility and Maturity

Chairman: Dean Rudolph D. Anfinson, Eastern Illinois State College

Panel Members: Director Joe W. Guthridge, Virginia Polytechnic Institute  
Associate Dean George B. Spitz, Jr., Queens College  
Assistant Dean Louis A. Toepfer, Harvard Law School

GROUP XV - Training Programs for Student Leaders

Chairman: Dean Alexander R. Cameron, Lawrence College

Panel Members: Dean Jack Matthews, University of Missouri  
Dean W. B. Sprandel, Albion College  
Dean Jack Yuthas, Texas Western College

GROUP XVI - Student Personnel Records - Formats, Maintenance, Privileged Information

Chairman: Dean Thomas C. Watling, Drury College

Panel Members: Dean Thomas E. Baker, Case Institute of Technology

TUESDAY, April 15, 1958 (Con'd.)

GROUP XVII - Modern Concepts of Student Discipline - Philosophy and Practice

Chairman: Dean Carl W. Knox, Miami University

Panel Members: Dean Arden O. French, Louisiana State University  
Dean William D'O. Lippincott, Princeton University  
Assistant Dean John Bingley, University of Michigan

GROUP XVIII - Academic Advising of Students - Coordination with the Counseling Program

Chairman: Dean LeRoy H. Giles, Carthage College

Panel Members: Dean Robert H. Plummer, Flint College, University of Michigan  
Dean James J. Stewart, North Carolina State College  
Dean Philip A. Tripp, Washburn University of Topeka

GROUP XIX - Disciplinary Counseling - A Positive Approach for Rehabilitation

Chairman: Dean Marion L. Huit, State University of Iowa

Panel Members: Dean Robert L. Boggs, S. J., Loyola University of the South  
Dean Carlton L. Krathwohl, Syracuse University  
Dean J. E. Williamson, University of Houston

GROUP XX - Freshman Orientation Programming - Recent Trends and Developments

Chairman: Dean David W. Robinson, Baldwin-Wallace College

Panel Members: Assistant Dean Burns B. Crookston, University of Utah  
Dean E. E. Stafford, University of Illinois  
Associate Dean Edward J. Malloy, Columbia University  
Dean R. W. Wright, Kansas State Teachers College, Pittsburg

GROUP XXI - Developing a Residence Halls Program which Contributes Significantly to the Educational Goals of the Student

Chairman: Dean John T. Rule, Massachusetts Institute of Technology

TUESDAY, April 15, 1958 (Con'd.)

Panel Members: Dean Frank C. Baldwin, Cornell University  
Dean James P. Orwig, Berea College  
Dean Lawrence A. Riggs, DePauw University  
Dean Victor T. Trusler, Kansas State Teachers  
College, Emporia

GROUP XXII - Administration of the Off-Campus Housing Program -  
Controls, Standards, Inspections, Approved List-  
ings, etc.

Chairman: Dean Mylin H. Ross, Ohio State University

Panel Members: Assistant Dean Paul H. Connole, Washington  
University  
Dean Thomas Emmett, University of Detroit  
Assistant Dean George S. Lesser, University of  
Colorado

GROUP XXIII - Responsible Student Government - The Extent of  
Its Scope and Authority

Chairman: Executive Dean William S. Guthrie, Ohio State  
University

Panel Members: Dean Joseph F. Kauffman, Brandeis University  
Associate Dean John J. Pershing, Georgia Insti-  
tute of Technology  
Dean Fred H. Turner, University of Illinois

GROUP XXIV - Relationships of the Student Union to the Student  
Personnel Services Program

Chairman: Dean Theodore W. Zillman, University of  
Wisconsin

Panel Members: Dean R. William Cheney, Springfield College  
Director R. L. Hansford, University of Akron  
Director Harold Jordan, Indiana Memorial Union,  
Indiana University  
Director J. D. Marsh, Wayne University

7:00 P.M. Annual Banquet - Main Dining Room.  
(Informal dress; Wives are invited.)

Presiding: Dean Donald M. DuShane, University of Oregon

Invocation: Dean Arno Nowotny, University of Texas

Toastmaster: Dean H. Donald Winbigler, Stanford University

Entertainment: Singing Hoosiers and Queens of Indiana Univer-  
sity. Director - Professor George Krueger,  
Department of Music, Indiana University

TUESDAY, April 15, 1958 (Con'd.)

Guest Speaker: Mr. Eugene M. Zuckert, Management Consultant, former Assistant Secretary of the Air Force and Member, Atomic Energy Commission - "Some Impacts of the Atomic Age on Higher Education"

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WEDNESDAY, April 16, 1958

9:00 A.M. Eighth General Session - Business Meeting - Convention Hall.

Presiding: Dean Donald M. DuShane, University of Oregon  
Reports of Commissions, Committees, and Discussion Groups

10:30 A.M. Special Feature - Sound Tape Presentation - Convention Hall.

U. S. Air Force Tape Recording, "The American Soldier in Combat", of an address by Major W. E. Mayer (an Army Psychiatrist) giving an evaluation of U. S. Army personnel who were taken prisoner in the Korean War.

What happened to these POW's, in the psychiatrist's opinion was an indictment of the failure of our families, communities, schools, churches, and colleges to communicate values adequately, to teach right versus wrong, to strengthen moral fiber, and to develop qualities of leadership. The apparent ease with which the Communists accomplished their objectives with U. S. personnel without resorting to physical torture and other extreme measures will come as a shocking revelation to you.

Every college and university administrator, especially those in student personnel work, should hear this tape. Deans DuShane, Hocutt, and Shaffer who have heard this excellent presentation recommend it highly

12:00 M. Adjournment.

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#### CONFERENCE OFFICERS AND COMMITTEES

Conference Chairman - Dean John E. Hocutt, University of Delaware

Assistant Conference Chairman - Dean John F. McKenzie, Boston University

Chairman of Registration Committee - Dean Carl K. Knox, Miami, University

Registration Secretary - Miss Hazel Yates, University of Illinois

Conference Reporter - Mr. Leo Isen, Chicago, Illinois

## CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

Publicity Chairman - Associate Dean Leo R. Dowling, Indiana University

### Committee on Ladies' Program

Mrs. Robert H. Shaffer, Chairman, Indiana University

Mrs. Noble Hendrix, University of Miami

Mrs. O. D. Roberts, Purdue University

### Committee on Nominations and Place

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman.)

Dean Scott H. Goodnight, University of Wisconsin,	1919 ( 1),	1928 (10)
Dean Floyd Field, Georgia Institute of Technology		1927 ( 9)
Dean W. E. Alderman, Miami University		1936 (18)
President D. S. Lancaster, Longwood College		1937 (19)
Dean D. H. Gardner, University of Akron	1938 (20)	1939 (21)
Vice President J. J. Thompson, St. Olaf College		1941 (23)
Vice President J. H. Julian, University of South Dakota		1944 (26)
Dean Arno Nowotny, University of Texas		1947 (29)
Dean E. L. Cloyd, North Carolina State College		1948 (30)
Dean J. H. Newman, University of Alabama		1949 (31)
Dean L. K. Neidlinger, Dartmouth College		1950 (32)
Dean Wesley P. Lloyd, Brigham Young University		1951 (33)
President A. Blair Knapp, Denison University		1952 (34)
President Victor F. Spathelf, Ferris Institute		1953 (35)
President Robert M. Strozler, Florida State University		1954 (36)
Dean John H. Stibbs, Tulane University		1955 (37)
Dean John E. Hocutt, University of Delaware		1956 (38)
Dean Frank C. Baldwin, Cornell University		1957 (39)

### Elected Members

Dean John P. Gwin, Beloit College

Dean Marion L. Huit, State University of Iowa

Dean Carl W. Knox, Miami University

### Alternates

Dean Clarence E. Deakins, Illinois Institute of Technology

Dean R. C. Beaty, University of Florida

Dean H. Donald Winbigler, Stanford University

### Committee on Resolutions

Dean Robert E. Bates, Chairman, Colorado State University

Dean Lester Hale, University of Florida

Dean McCrea Hazlett, University of Rochester

Dean Donald S. Parks, University of Toledo

Dean Dan W. Poling, Oregon State College

Dean P. H. Ratterman, S. J., Xavier University

## CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

Committee on Resolutions (Con'd.)

Dean W. B. Rea, University of Michigan  
Dean Harold E. Stewart, Wayne University  
Director John W. Truitt, Michigan State University  
Dean Robert G. Waldo, University of Washington

The Continuing CommitteesCommittee on Scholarships and Financial Aids

Dean Clarence E. Deakins, Chairman, Illinois Institute of Technology

Sub-Committee on Scholarships

Dean Theodore W. Biddle, University of Pittsburgh  
Dean Carl M. Grip, Temple University  
Dean William D'O. Lippincott, Chairman, Princeton University  
Director T. P. Pitre, Massachusetts Institute of Technology

Sub-Committee on Employment

Dean I. Clark Davis, Chairman, Southern Illinois University  
Dean Arno J. Haack, Washington University  
Dean James P. Orwig, Berea College  
Dean Leslie H. Tucker, Bradley University

Sub-Committee on Loans

Associate Dean Robert G. Gordon, Chairman, University of Southern California  
Dean J. C. Clevenger, State College of Washington

Committee on Training Residence Hall Administrators

Dean R. R. Oglesby, Chairman, Florida State University  
Dean Robert B. Cox, Duke University  
Director Geary Eppley, University of Maryland  
Dean Carl W. Knox, Miami University  
Director Donald M. MacKay, University of Virginia  
Dean Jack Matthews, University of Missouri  
Assistant Dean Calvin S. Sifferd, University of Illinois

Committee to Cooperate with N.A.F.S.A.

Dean Leo R. Dowling, Chairman, Indiana University  
Dean R. C. Beaty, University of Florida  
Dean Wray H. Congdon, Lehigh University  
Dean I. Clark Davis, Southern Illinois University  
Dean Arden O. French, Louisiana State University  
Dean Arno J. Haack, Washington University  
Director Millard R. Kratochvil, Iowa State College  
Dean Leslie L. Martin, University of Kentucky  
Dean Howard V. Mathany, University of New Mexico



CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

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The Continuing Committees (Con'd.)

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Dean W. W. Blaesser, University of Utah  
Dean Paul C. Eaton, California Institute of Technology  
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## CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Commissions (Con'd.)

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Dean Clarence Moiler, Chico State College  
Dean L. C. Woodruff, University of Kansas

## Commission No. V

Relationships with the Field of Social Sciences

Dean Glen T. Nygreen, Chairman, Kent State University  
Dean Harold Bitner, University of Hawaii  
Dean A. J. Blackburn, Howard University

## CONFERENCE OFFICERS AND COMMITTEES (Con'd.)

The Commissions (Con'd.)

## Commission No. V

Relationships with the Field of Social Sciences (Con'd.)

Dean John C. Hayward, Bucknell University  
Dean Delmar Leighton, Harvard College  
Dean Leslie L. Martin, University of Kentucky  
Dean Mark W. Smith, Denison University  
Director John R. Weir, California Institute of Technology  
Dean E. G. Williamson, University of Minnesota

## Commission No. VI

Service to the General Educational Effort (This Commission is Inactive.)

## Commission No. VII

The Place of Organized Religious Activities in Student Personnel Services

Dean James C. McLeod, Chairman, Northwestern University  
Dean Arden O. French, Louisiana State University  
Dean John P. Gwin, Beloit College  
Doctor Amos Ben Horlacher, Professor of English, Dickinson College  
Dean Carl A. Kallgren, Colgate University  
Dean Joseph F. Kauffman, Brandeis University  
Dean Alfred J. Kilp, S. J., Loyola University of Los Angeles  
Dean John W. Rawsthorne, The Principia  
Dean Fred H. Weaver, University of North Carolina

## Commission No. VIII

Research Projects

Dean Robert H. Shaffer, Chairman, Indiana University  
Dean John E. Hocutt, University of Delaware  
Dean J. Leslie Rollins, Harvard Graduate School of Business Administration  
Dean John H. Stibbs, Tulane University

## ORIENTATION MEETING

Sunday, April 13, 1958

The Orientation Meeting for New Deans, New Members, and Visitors, held in conjunction with the Fortieth Anniversary Conference of the National Association of Student Personnel Administrators, April 13-16, 1958, at the French Lick-Sheraton Hotel, French Lick, Indiana, convened at three-five o'clock, Dean James C. McLeod, Northwestern University, presiding.

CHAIRMAN McLEOD: Good afternoon, gentlemen. I really believe that the appropriate way to open this meeting would be with prayer, prayer for the absent brethren who are supposed to be on the panel; and prayer for those who came, because they will have to double in brass and take care of more than their responsibilities. But we shall not, except in our hearts, I guess, sympathize with us who are here.

Of the total panel of four originally appointed last February, two had to cancel out and were not able to be at the convention. Of their substitutes, one has appeared, and one has not appeared, so we are beginning under real difficulty. But have no worries. We will try to answer as adequately as we can the questions which you ask.

I think one of the real advantages for any such meeting as this for all of us would be to become better acquainted, so I shall introduce myself as Jim McLeod, Dean of Students at Northwestern University. At my left is John Gwin, who is Dean of Students at Beloit College, Beloit, Wisconsin. On my right is Jimmy Allen, who is Dean of Students at Texas Tech, Lubbock, Texas.

Now that we can have the kind of discussion we want to have ultimately, and because I think it will be very helpful for all of us in framing whatever we have to say in an attempt to cover what we have outlined for ourselves, if you will introduce yourselves so that we know who you are -- your name, your institution, and your particular responsibility, whether it is Dean of Students, Dean of Men (not Dean of Women), Director of Housing, or Vice President in charge of Student Personnel, whatever the title may be -- it will be helpful for all of us. Particularly, since you are down in front and there are several in back, it will help if you will just stand up so we can take a look, because we are going to be working together I hope for many years to come.

Shall we begin right here? Will you give your name, institution, and your responsibility?

... Each of the "Freshmen Deans" arose, introduced himself and gave a brief statement on his responsibility ...

CHAIRMAN McLEOD: Are there any who have not introduced themselves now? We would like to have you all in the act. I am delighted to see you all.

I am glad to see that Dean Nygreen, Dean of Men at Kent State University, Kent, Ohio, has joined the panel. Now if I could find one more man who is on the panel, from the University of Rochester, who I have not seen up here yet, we could proceed. But without him, we will proceed anyhow.

Trying to formulate and come up with a new way of presenting a panel which accomplishes what is the purpose of this particular meeting (to help orient men who are new to the field or new to the particular institution, or their institution is new in membership to NASPA) will always present something of a difficulty for the one charged with that responsibility.

So many times we forget the charters, as we sometimes forget our Constitution as Americans. I thought it worthwhile to go back and look at what the men who have long been with this organization thought should be the Statement of Principles and policies for the operation of this organization.

Studying it very clearly, it seemed to me it broke down rather naturally into four major areas, and it will be the purpose of the panel to very briefly try to give concrete examples of ways and means whereby they in their experience have implemented or succeeded in fulfilling the goals which have been set forth by the men who first worked in what was known as NADAM, and later the organization known as NASPA.

I do not know how many of you who are new took the time to read in the very front part of the program for this conference this Statement of Principles, which was adopted by the National Association of Student Personnel Administrators in their 34th Annual Conference at Colorado Springs, Colorado. Let me share with you the preface to it:

"The position and work of the Student Personnel Administrator is based upon beliefs that education encompasses the student's whole development towards full and balanced maturity,

that each student's education is primarily his own responsibility, and that personnel services must function as an integral part of the total college program to further students' progress towards the objectives which the institution holds for them. He plans and works with faculty, staff, and students for recognition of these principles and for the services, programs, and facilities which implement them."

That is an awful lot said in a relatively few words.

Then as one looks at the four principal goals which have been set forth for men and women working in this area, first of all, "He contributes to students' understanding and acceptance of the standards, requirements and customs of the educational institution. At the same time, he attempts to have changed any policies, practices or situations which interfere with the students' wholesome growth and learning."

I have asked John Gwin if he would speak briefly to that and illustrate with a concrete way in which this particular goal was achieved in his institution, and for those of you who are seeking ways and means of achieving similar goals, may be suggestive to you. John, do you want to take over?

DEAN JOHN GWIN (Beloit): I would like to begin by apologizing for what probably will be a disorganized presentation. Jim invited me to ride down with him from Chicago, and I of course gladly accepted on the basis of its being a free ride, but on the way down he informed me that one of the members of the panel had not chosen to show up, and this was the price of my ride.

That, coupled with the fact that I was continually watching the Triple-A cards which he brought along telling us how to get here, I neither saw any scenery nor did I have any chance to make up any kind of a presentation. (Laughter) So I hope you will forgive this.

Well, in terms of the area which Jim asked me to speak to, namely "developing an understanding and acceptance for standards, requirements, customs, and so on," it seemed to me there were three main areas, namely, an overall orientation of the student to the various sub-sections we have picked here.

This seemed to break down into three areas: pre-school orientation, the orientation period itself, and the

continuing orientation program of the students after they get at the school.

I am sure most of you are familiar with what you do at your institution in all these areas, but I think the main idea was to provide an opportunity for you to raise questions to those of us who speak to these points.

In terms of the pre-school orientation program, I think we try as much as possible to send as much information to the students before they get to college, our feeling being that at this particular time a student who has enrolled in an institution is probably more ready to look into what is offered, what the peculiarities of the institution are, what the extracurricular activities are, what the regulations are, and so forth. In other words, he is anxious to sop up as much information as he can. Once he gets there, he becomes so involved in what is going on at the institution that I think it is a little more difficult. So we make an attempt to get as much information as possible out to the students before they come.

Included in that portfolio -- which I might indicate is not sent out in one fell swoop. We break it down so that we do not overpower the student right off the bat -- would be included the various informations concerning the academic program, which would be sent out by our academic dean's office, including the catalog, and so on. We then would have information going to the student explaining our housing setup, various rules and regulations concerned with that.

We have an explanation given to the student of the services provided in the health area, with a personal letter from the doctor, along with the letter to the parents. We feel that it is particularly important in this area to inform the parents of the student as to what is available to him.

Then, too, we have our Senate, which is our student governing body in personal contact with the student -- explaining more or less his opportunities in the student participation area, pointing out the possibilities for him to take part in the student activities. Then too we have the social groups on campus, Interfraternity Council, Panhellenic, ISA, sending personal letters to the students explaining the opportunities available to them in the social area.

Then in terms of the specific orientation program when



they get on campus, this too is more or less broken down into the academic and social area, the academic dean playing the major part in explaining to the students the requirements, the philosophies of the academic end of the institution. This is done at a meeting where the academic dean presides and has with him the chairman of the freshmen-sophomore advisers' program. At this time they go into rather detailed information as to the academic requirements. The chairman of the freshmen-sophomore advisers at this time points out the opportunities available in terms of academic counseling. The dean of students (myself), I point out the ways in which my office can be of service to him should he develop any difficulties.

Along with this same academic effort we incorporate in there the information we have gotten through our testing services, pointing out to the student that this enables his academic advisers to more adequately advise him in terms of what he might be taking.

In terms of the social functions which are performed by the Interfraternity Council, Panhellenic, and ISA, we then have a separate meeting at which time the presidents of these organizations explain the functions of the Interfraternity Council, Panhellenic, and so on, and also instruct the students as to how they should proceed if they are interested in becoming affiliated in any way.

We also have a Director of Residence who will explain the functions of the dormitory, what it can mean in terms of educational living; then of course gets down to the mundane subjects of regulations, rules and so on.

In terms of the continuing efforts at orientation, I think I am not going to go into that very deeply, because I think you are pretty well aware of meetings that you all attend, meetings set up with students, with advisers, with faculty, with other administrators, in an attempt to continually advise the students, or at least communicate to the students through these officers as to what their responsibilities are, what their obligations are.

Jim, I think that is about enough to get started in that particular area.

CHAIRMAN McLEOD: Thank you very much, John.

I would like to suggest that those of you who are

sitting in front of us here make some brief little notes of the kinds of things you want to ask John particularly in the area which he has tried to present to you, and I think has done most acceptably and should have stimulated some questions in your mind as to how you can best improve your program at your particular institution. Then at the conclusion of these brief presentations by each of the men, you will be ready to direct questions to any one of them.

Perhaps for the purposes of banter or lightening the presentation, I would like to ask John what he said at his orientation program last fall when he did the job of orienting the parents of the students, and one of the parents stood up and said, "Dean Gwin, do the students at Beloit drink?" What was your answer? (Laughter) He did not know I was going to ask that.

DEAN GWIN: As a matter of fact, I am kind of glad you brought that parent situation up. We do have -- and I meant to mention this -- a parents' meeting, which I think is very productive. We have done that for only three years now, and we are beginning to know what we are trying to do. We have found that the parents are greatly concerned about what is expected of their students.

At this meeting we had the president, the Dean of Students, the Academic Dean, and the Dean of the Chapel. Each presents a brief outline of what he attempts to do for the students in his area, and then we have a question and answer period following. I have found this most helpful, and we have gotten many letters from the parents expressing their appreciation for it.

In terms of Jim's question, I told them naturally we have drinking at Beloit. (Laughter)

CHAIRMAN McLEOD: The Uncle who was substituting for the parent didn't tell me that was your answer.

DEAN GWIN: I told him actually that in terms of drinking we did not particularly try to push any particular brand. (Laughter) We felt that was not perhaps part of our job. But I did, frankly, not being facetious, explain that I think any institution did have a problem with drinking, and we did the best we could to try to educate the individual.

CHAIRMAN McLEOD: The rest of it was that he didn't dare push any particular brand in a state like Wisconsin. (Laughter)

We are going to skip section two, and turn to Glen Nygreen, and I will preface by reading that with which he is going to deal in his presentation:

"Convinced of the need of students for competence and confidence in social relations, he promotes the development of a campus community which provides broad social opportunities for all students. He seeks also to provide opportunity for students to gain experience in democratic living, in self-determination, in cooperative endeavor and in leadership, and from that experience to learn a keen sense of responsibility for themselves and for service to others."

This is quite a responsibility. Glen, how do they do it at Kent?

DEAN GLEN T. NYGREEN (Kent State University): I am not sure how they do it at Kent or any place else. I can speak from base ignorance in perhaps just admitting that and knowing that is a good way to start orienting new members to the annual meeting of NASPA.

I thought perhaps I might share just a thought or two about my own green ribbon days in this organization, which is not so very long ago; but coming down in the long automobile trip from Kent, Ohio, up near Cleveland we had with us two men who were new to this organization, and had an opportunity to talk briefly with them about what their concepts were of NASPA, and what they thought they would get.

We agreed, those of us in the car who had been here before, that we liked to think of this organization in terms of men. This probably is not a very profound statement to make, but when we say to each other what it is we take from these meetings, and what we enjoy here, we think of it in terms of the personalities which make an impact upon us and the friendly associations we have with them.

Now in terms of this section of our Statement of Principles which Dean McLeod has assigned to me, I think I can respond best by saying that the contribution NASPA meetings have made to me in trying to make this set of Principles real on our own campus, has been in the area of the reciprocal responsibilities of students and administration in the governing of the activities of the campus.

Now that sounds like a very profound statement, but let

me say it this way: I doubt if I ever had an original idea in my life, but I am real good at stealing things. I like to steal jokes. I have stolen Dean McLeod's description of a dean as "a director of wild life management" a number of times. Those of you who are new will probably steal other people's jokes in much the same way.

You will find that you have in this group an opportunity to share with people whose training and background, academically, is in a widely varied series of disciplines. Rather than finding this a watering-down influence, you will find it a very enriching sort of thing.

We have hammered out here a number of times our reactions toward the National Students Association, NSA. This is a recurring problem for the student government on my campus, and I rather think it is for most of your student governments too. For example, that will be a part of our consideration in the next two days, and I shall find very helpful going back to my campus taking some of the thinking of these people who have been associated with NSA as I talk with the student leaders there.

I find tremendous interest and concern here with people who deal with college fraternities. Some of us have very happy experiences, and some of us of course once in a while have experiences that are not altogether happy and satisfying.

I think one of the things I learned from NASPA meetings was that no dean was ever very successful if he was concerned about being popular all the time, or perhaps even worrying too much as to whether all his decisions were right. The sharing of new views from younger men, and the wealth of experience and background which comes from older men has been very helpful at this point.

I changed institutions not very many years ago and acquired some new and broader responsibilities in my new institution. At this point of helping students gain experience in democratic living and in self-determination, I found most helpful from these meetings the insights obtained from men who had dealt with residence hall situations over a number of years. I asked all kinds of impertinent and silly questions, and perhaps some of these people still remember some of the things which to them seemed silly. On the metropolitan campus where I had been for many years, we did not have residence halls and therefor that set of problems, and I have been able, with members of my staff,

to work out something which we find very fruitful in the way of self-government and self responsibility in a residence hall, tackling this difficult problem of building confidence, dynamic tradition, pride in the voluntary living group situation, which is always a much more tough job than building it in the group such as a fraternity.

I found another area in which NASPA meetings have been particularly helpful, and that is in this growing concern we all have with the relationships between our student personnel divisions on the campus and the academic departments and deans with whom we must work. I think all of us, particularly when we are young and just out of graduate school, convinced that we know a great deal more than (we discover as the years roll along) we actually do know, I think we are inclined to want to lobby a little extra strongly for support of the work that we do. Budget support, staff support -- this kind of thing.

Well, I sit in these meetings, and I listen to people tell me that the time is coming, under impact of growing enrollments and limited facilities, that our budgets are not going to grow in proportion to the job which we are called upon to do; therefore, we have to find more effective, and simple, and inexpensive methods of dealing with problems which heretofore we may have had considerable support to deal with in a more indulgent fashion. I use "indulgent" in the sense of being able to develop the kind of program we ideally want to do. In terms of adjustments of that kind, still maintaining these principles clearly before us, I think the association with men in this organization has been an extremely important and wonderful thing.

I would just say that looking at the men on this panel, there are men here with a wide background of experience. I discovered in a visit once to Texas Tech that Jimmy Allen, who is sitting up here on this panel, had come on to that institutional campus when it was just beginning at Lubbock, Texas, as a young instructor of English, and the program and the spirit which he has built there has been a wonderful thing, and I took away from my several conversations over the years with Jimmy Allen all kinds of things which were extremely helpful to me.

I know that when it came to a question of relationships on a certain touchy subject with relation to fraternities, that a conversation with John Gwin, and listening to what he thought, had rich meaning to me in understanding the thinking of people on my own campus.

I will finish by saying that when Jim McLeod told me that the students at Northwestern had decided to declare a moratorium on student activities, and there would be one night a week when there would be no meetings, I was all curiosity. Jim, I think maybe you ought to say a word or two about that now that the year is over, and whether next week there will be a night with no meetings on your campus, or none, or two.

CHAIRMAN McLEOD: Thank you, Glen. I will answer that one very quickly.

It is one of the healthiest things that has happened on our campus, because I think you will recognize and know that glutting up the entire university calendar with meetings every night also has a tendency for crowding out the main purpose for which an educational institution exists, the enrichment of the educational atmosphere of that campus.

Serious minded students a few years ago got together and said, "We have too many social activities. When we do bring to the campus outstanding men to give particular lectureships, for which the University spends \$250.00, \$500.00 and \$1,000.00 to bring a man in for one, two or three lectures, the faculty and townspeople outnumber the students three to one. Why?" They were really getting hold of what is important. So they met and held a series of meetings in which they involved the presidents of all the fraternities, the sororities, the independent dormitories, and they talked this thing through and came up with a recommendation for a moratorium to the students' Governing Board, and the Student Governing Board so declared there would be no regularly scheduled meetings on Tuesday nights after seven o'clock. The only thing that is permitted on that night is a Vesper service, and as a former Chaplain, I would not have risked holding a Vesper service on a Tuesday night with the expectancy that anything but a corporal's guard would be there. They conduct them however with 250 to 300 students attending. They have a Vesper service that begins at 6:45 and is over at 7:15. It is conducted by students and is done remarkably well.

On that particular Tuesday night then, the University is certain that if they schedule lectures, if professors wish to hold special type seminars for interested students, if anything which is academic, other than regular classes, wants to be held that night, that could be adjudged cultural, this is the night that will be held. This does not exclude them other nights

but this is one night that is set aside. Does that answer your question?

DEAN NYGREEN: Yes.

CHAIRMAN McLEOD: The fact that it has the endorsement and the enthusiastic upholding by the social groups has made it quite effective.

Now you have already heard about a veteran who was formerly a young English professor, who is now Dean of Students at Lubbock, Texas, at Texas Tech, so I do not have to say any more. Jimmy, will you take over and give us the benefit of the richness of your background in this field?

DEAN JAMES G. ALLEN (Texas Technological College): The point that Jim asked me to speak to particularly is the area of communications on a college campus, where according to our pronouncement of philosophy at the Colorado Springs meeting, we do accept, as that agency on the campus that is most clearly identified with student thinking and needs, the responsibility of setting up communications by which their thinking and needs may be presented in the most desired places, and our processes are such as to set up an additional process of evaluating student thinking and needs so that they will come through in the most acceptable form.

I realize that possibly if we should go back to that meeting at Colorado Springs and evaluate the thinking done there, there may be more change in this matter of the concept of what is adequate communications than any one of the other several Principles enunciated there.

It seems to me that one of our great opportunities is to set up what we might describe as an easy and natural base for communications between students and faculty and administration, using those three corners of the eternal triangle within the orbit of our experience. If we are able to set up a natural easy basis for communications, we are thus facilitating, I think, in the greatest way that responsibility which is ours, for my experience has been pretty largely that the best student thinking and the best administrative thinking, and the best faculty thinking will come together very naturally and easily if the communication is adequate.

In addition, I would like to point out that in setting up or having set up these means of communication -- and I am not

referring here primarily to those things that we think of in the way of the student newspaper, in handbooks, the usual means of communication, but rather those unusual means that we set up through our own diagnosis of needs and through our own insistence. In setting up these acceptable means of communication, we automatically resolve another problem, a very positive problem, and that is the matter of students setting up inadequate and unacceptable means of communications.

I am inclined to feel that as often as not the student riot on a college campus is more likely to be explained on the basis that some segment of the student body feels that it has no adequate means of communicating an uneasiness or unrest, which it either knows it feels, or even perhaps does not know it feels, than any other possible explanation.

I think that any college who gets into this picture, as we all periodically do, should examine its own program of communications to see whether or not the problem might have been eliminated might there have been this easy and natural means of communicating a felt need by the students to the faculty or the administration.

Now I think it behooves the Dean of Students, or his equivalent on any college campus, to examine the process of communications for which he is responsible, to be sure that it is set up as an agency divorced from him and his staff, outside of the coloration of his own personality, and unidentified generally in the students' minds with him and his staff. It ought to be such a means as would seem to be automatic, self-elected, instinctively chosen by the student as the means by which he can get said what he feels needs to be said, where it ought to be said, with maximum dignity for all persons affected.

I think in addition, the Student Life staff, or Personnel staff on a college campus is under the responsibility of establishing a reputation for his staff of standing only for sound, valid student thinking. If he fails to establish this clear point with the student body, I think he will automatically lay a trap for students who will be conditioned to thinking that any thinking, any loud thinking, deserves the use of the communication value set up on a college campus.

I would like to illustrate some of the things I have been saying by some points that have come recently to my attention because they represent, I realize, my own attempts in a way



to get at the values of communications for things that deserve being communicated on college campuses, and I am thinking now of the meeting of the Retreat of the Board of Student Organizations at our college some five weeks ago at Cloudcroft, New Mexico, where some 100 student leaders for next year gathered to discuss selected groups, some topics that they felt were primarily significant at this time.

As is traditional, the president of the college went on this Retreat, which lasted from Friday through Sunday, and on this special occasion, because they were going to discuss the growing and difficult problem of faculty sponsorship, and the need for getting that share of the faculty members' time and energy for student affairs, when faculty members have less time and energy for this than ever before, they invited the chairman of the faculty advisory committee (a very strategic move) on the assumption that he should sit in for two days on such a meeting as this at which student problems were thought out and worked through, that he would in his position as chairman of the faculty advisory committee be in a position to interpret the manner in which student leadership was thinking on our campus.

This was particularly significant because very shortly after that time there came up a very difficult problem in academic dishonesty, which focused the attention of our discipline committee on the discrepancy between the thinking of students on the exact role that the faculty member plays in this matter of student dishonesty. So we are in the process now of turning to the faculty advisory committee, whose chairman did go with us on this two-day trip, to ask his assistance in carrying this problem over out of the area of a discipline committee, on which faculty is represented but students are too, into the area in which the problem emerges, and where the students are convinced (whatever you and I may think) that the faculty member is to some degree contributing to the problem. A very delicate student-faculty relationship which needs to be handled only on the basis by which both viewpoints are represented very carefully and in fine coordination.

I find one of the best instrumentations for communication at our college is the opportunity to talk with the president of the college each week, in which half of the time is devoted to filling him in on tendencies, trends of student thinking in anticipation of any problem which may emerge.

I am convinced that the best way to get communications through to administration is to prepare administration for the

communication that is likely to come, not in a general sense in which I introduced it, but in the specific sense in which a student letter or petition or statement in the college newspaper would apply.

Then finally I would point to a comparable basis of communications which we have set up through a monthly luncheon at which the president is the guest of our student council, at which time there is a free flowing of discussion on problems close to the heart of the student council with the president at a time when, not through the objectivity of official communications between the two, but in the informal relationship of the give and take of informal conversation many of the problems which concern our student council, and which concern the president of the college ultimately, are resolved.

Both of these means serve very eloquently in preparing the president, the prime administrator on a college campus, to meet a suggestion, observation, criticism from either other sides of the administration of the college or the faculty at the very moment of inception. It does not allow that thing to lie for two or three weeks before some final resolvment is made, but immediately upon the suggestion in committee, in conference, in other means, it is resolved.

Jim, I think those are the points which I would like to make about the need for, and the effective use of communications between students and faculty, between students and administration, and then conversely flowing the other way between administration, and faculty and students, as we try to establish a level of acceptable student thinking, and a means by which that thinking may be communicated to that source which can most adequately, effectively and happily deal with it.

CHAIRMAN McLEOD: Thank you very much, Jim. I am sure that Jimmy has covered a multitude of the areas which will give you concern, if it has not already, and has given all of us who serve in these very responsible positions throughout the past years.

It was not intentional to omit one of these. It was just necessary since the person who was going to present it is not here:

"He takes an active part in providing competent professional services as they are needed by students in determining

their individual goals and in solving the personal problems which are barriers to their educational progress."

May I suggest -- and this is the only point at which I would speak at any length and as part of the panel -- that all of you will have ways and means, and I hope that in the discussion which follows that you will share with all of us ways and means whereby you have achieved these individual goals. Jimmy has mentioned an organization similar to the one which we use at Northwestern University, in having the president of the university meet with the student council -- is that the correct group? -- once a month. I wish this were possible for yours truly. I think we have found a technique which has proven very adequate at Northwestern on the basis that the student council, per se, may not be the very best group to inform the president about the state of the university from the students' viewpoint.

So we have what we call a President's Round Table, which immediately after the opening of college meets with the president of the university, in which he shares with them the state of the university, and I mean in broad terms, and then of course, because students are curious and possessed of very few inhibitions, they ask very specific questions about this statement which he makes about the university at that particular juncture. Faculty, size of faculties, faculty's salaries, state of the budget -- all of these things he talks about with this group of students, very frankly.

Now, what is this group of students? The president of the student governing board, which would be most like the student council, the president of the Interfraternity Council, the president of the Panhellenic Council, the presidents of the four classes, the president of the student religious council, the president of the Senior Honor Society for Men, the president of the Senior Honor Society for Women, the Mortarboard, the chairman of the Wild Cat Council (which is sort of official hosts and hostesses of the University), a public relations group of the student body, and so on. A total of 18 of them.

After the official meeting -- and this is one way whereby the president directly feels the pulls of student thinking by the kinds of questions they ask him and the kinds of things he says to them -- they also meet with the vice president and Dean of Faculties, who gives them a little perspective on the goals and ambitions which he has for the academic future of the University; and the President of the Board of Trustees and the chairman of the University Associates, a group of 200

business men and professional men of greater Chicago area, whom he refers to as friends of the University, parenthetically, who do help get funds for the University. These two men, sitting at either end of the table, with eighteen students say some very interesting things, and are asked some embarrassing questions by students, but it is healthy.

Then they choose certain other people of whom they would like to ask questions, such as the director of athletics -- Why? You can imagine all the questions they ask in that area -- the director of buildings and grounds, and he takes quite a shellacking; the director of food services.

Constantly present at these meetings is the dean of men and the dean of women, and the director of student affairs, who is the associate dean of students. So they get lots of questions all the time, and wherever they are related or there is any interrelationship, this is quite a healthy way. This is another example of communications, to be sure, but I think this is the way in which we have found time and again omissions in terms of student services, things which the students were hungry for which we were not providing, and this group has no legislative power whatsoever. It is a way and means whereby the president, for example, when he decided that it was going to be necessary to raise tuition at Northwestern University, asked if I would call a meeting of this group. He sat down and told them all the reasons why it looked, from the viewpoint of the board of trustees, as though it would be necessary to increase tuition, he told them all the reasons why. They proved to be an excellent communication group to the rest of the students.

Well, that is enough in that area. As we begin now opening it up for you to ask questions of these individuals, may I preface it by saying just this: You would find, if you were to inquire of these men, that they have had diverse backgrounds and experiences. Jimmy, for example, came up through the faculty. I know John set his sights to get into this field of student personnel administration and prepared himself accordingly. I think the same would go for Glen Nygreen. But the number of men who are serving now in responsible positions who came this particular route is perhaps a minority group.

It still is true that the president sees in his faculty or in certain areas of his administration people whom he thinks can do a good job in these areas, and is quite likely to appoint them.

In recent years we have achieved a high degree of professional training and background. I hope it will continue. I remember attending my first meeting of NASPA and participating not in a panel, but as one of those present in the group, and having the question answered which I asked, and that was: Where did these men receive their preparation for the jobs which they now have?

About two thirds of them were products of faculty and teaching responsibilities who had moved into administration in various areas and were now deans of men or deans of students. What were their majors in college? The largest incidence was in the field of mathematics. How this is related to student personnel and guidance, I have not figured out yet. If that was a prerequisite, I flunked the course before I started.

Well this is typical, but may I say to you who wear these green ribbons, that as one whose whole training was in the direction of working as a college and university chaplain, that I have found in this NASPA organization the kind of fellowship and the kind of deep, basic concern for the moral and spiritual values for the life of our college students which is as high and as sincere and as concerned as it ever was among the men who are professionally trained to work as college and university chaplains.

At first when I went from chaplain to dean, I received many letters of sympathy and condolence. (Laughter)

Now I am convinced that this is the most important job that is being done on our university campuses, and you will become, I am sure, as proud as the rest of us are of the privilege of being part of a group that has so much to do with the future citizenship of our nation as the people who work in the area of personnel and guidance.

So now let us open it up. I am sure that with the presentations given by the three men on the panel, that you must have some questions you want to direct at any one of them. We are all set. Let's go.

DIRECTOR FRANK MANN (Georgetown University): I am not clear, in your attempt to change any policy that interferes with the student's growth and learning, would that mean an academic policy that you would attempt to change?

CHAIRMAN McLEOD: Who wants to answer that, on the panel?

DEAN ALLEN: I am not sure I understand the question.

DIRECTOR MANN: To be specific, if you do not agree with the rule of, say, dismissal for one failure while on probation. The man gets 69.5, and he is bounced. You are convinced he is of good caliber. Now what would you do? Would you fight with the dean and try to get him back in? It is not clear to me; it is too vague.

CHAIRMAN McLEOD: If none of these three are going to answer, I would say that the chances are that I would go to bat for the kid, but I would do it through respectable ways and means. I know that I am dean of students. I know that by the statutes of the University I am charged for the responsibility of student life outside of the classroom. This is the job of the dean of students primarily. But if he has the proper rapport with the individual deans in the schools in his university, and the assistant deans who are doing the combination of personnel and guidance plus academic responsibility, he certainly is going to suggest, probably urge very strongly, that this case be reviewed by the probation committee of the particular school, as it would be at Northwestern University. I think if he knew reasons and related facts about the background of this boy, that he certainly would do something to help him.

Am I saying what most of you would do?

DEAN NYGREEN: I think you have to add what you referred to. To set this up properly, you have to say that no dean is going to be very influential with the academic administrators if his entire influence is always in the direction of asking for the lenient exception. His influence with these people has to be in the direction of helping them do their job more effectively with more information about all students, which might sometimes bring him to the point of saying, we think you ought to dismiss this boy a little faster for academic reasons. So that once you see this as the general academic strength of the university your job as serving this, then when a policy comes along of an academic nature which in your opinion does interfere with his wholesome growth and development, then you have a basis upon which to talk. You are not just lining up in the direction of being the indulgent Uncle.

DEAN ALLEN: I am going to ask, was your question in relation to a policy for an individual case? What are you aiming at?

DIRECTOR MANN: I see a danger there of friction, of conflicting authorities on a campus, and I have witnessed a real danger of a powerful student personnel director, with definite ideas on faculty competence as opposed to a dean who has different ideas. While I agree with the policy, I am not clear of the channels. Now, how do you go about changing that?

DEAN GWIN: I might say that in our case we have a channel set up for that, by having a committee which has the responsibility for separating students from the college. I am a member of that committee. The academic dean is also -- well, he is chairman of the committee. The dean of women is a member. We have three faculty members. So in our particular situation there is no problem because if there is something of a particularly trying nature that has to do with this student's difficulty, I am in a position to bring this out so that I would say in your case it might be wise if your dean of students would get on such a council, if there is one.

DEAN ALLEN: I would like to add to that, that we also have such a committee on which the dean of women and the dean of men and I sit for policy making. I should place most of my emphasis on the policy approach to this rather than the individual case, because you never know just exactly what values are involved in the specific instance, but you do know and can meet very objectively the matter of a policy governing such things. So I would say again, it is a matter of anticipation and the setting of a policy which will be adequate when translated into terms of the individual student.

DEAN NYGREEN: I would like to comment further. You see, once you get us started, Jim, you cannot cut us off very readily.

I have a pet peeve which I think has developed from my association with these men and women in our Association with these men and women over the years. I think we do ourselves, our students, and institutions a very real disservice when we tend to see our objectives as being service ones for students, rather than educational ones. It seems to me that the effective men in our Association have always set themselves up as educators, and that what they are trying to do is further, as the preamble to the Statement of Principles says, the objectives which the institution holds for the students.

I am sorry really to take your question as a take-off point at this, but I think it is important to repeat something

that Dean McLeod said at the very beginning, that if we see ourselves always as part of the educational functioning of the institution, I think our effect and influence on policy then becomes a continuous thing, and not a conflicting, disparate thing.

CHAIRMAN McLEOD: This problem enters into a very complex subject at Northwestern because we have seven separate undergraduate schools, each of which has a probation committee, and if they decide a student is educationally not desirable at this point and ready for dismissal, he will probably be dismissed. It does not, however, keep him out of the Dean of Students' office, and if I have any background at all I would be going and talking with the Dean of that particular school.

But this is not policy. This is understanding between us, because I sit down with all of the academic deans for all of their meetings, and pretty well understand their attitudes, and so on.

But we would be remiss if our ultimate goal was not also to salvage the individual occasionally, but of course, few get to the point that you mollycoddle your students. If you have academic standing, you will not do that. I happen to be a full professor in the College of Liberal Arts, so I am not going to cut my throat at this point.

On the other hand, I find myself quite sympathetic at times with what might be a cold-blooded academic situation in the educational realm, with full knowledge of the student.

DEAN PRESTON PARR (Lehigh University): Do any institutions ever bring together the academic and the disciplinary? The case I am thinking of is the man who is in trouble in both areas, not in enough trouble in either one to warrant dismissal but perhaps when taken together the college would decide to cut itself loose. How is this handled?

DEAN NYGREEN: You will get different answers, depending upon the nature of the institution. I am sure Jack Gwinn will have an answer different from mine. In our institution, which is a complex organization -- not as complex as Northwestern, but with four undergraduate divisions -- when these matters come up we work closely with the academic deans before final action is taken, when it is a serious matter or when in our opinion it is serious even though the overt actions themselves may not be very



traumatic. So there is common understanding and sharing of records and concern at that point.

DEAN GWINN: Well, here again I think the situation is somewhat similar, as I pointed out in the other case. At my institution this would come together naturally in that we have faculty representation on a disciplinary committee, with myself as chairman. In any case where a student was brought up for disciplinary action, his academic record is in my possession anyway, and this is always brought into consideration also.

So such a case as that could result in his being asked to leave the college, even though either situation might not be too drastic.

DEAN PARR: In other words, when a man is in trouble in either area, there is automatically a formal review of his total record?

DEAN GWINN: That is right.

CHAIRMAN McLEOD: This would be true in our situation where the discipline committee is made up of four faculty members who are on tenure, plus two students. They would be pretty cognizant of the academic matter, and it seems to me when a student is doing very poorly academically, and also is in disciplinary difficulties, combined, he is a pretty poor citizen, and on this basis suspension for a year -- in which he might mature and grow up -- might be the best thing for him. This is a simple answer, I know.

DIRECTOR JOE W. GUTHRIDGE (Virginia Polytechnic Institute): Is Mr. Parr speaking of a quarter end, or semester end dismissal, or at the end of a session?

DEAN PARR: At any time.

DIRECTOR GUTHRIDGE: There is a difference in this thing.

CHAIRMAN McLEOD: The incident brought about a disciplinary situation, and this caused you to look at his academic record.

DEAN GWINN: If a student is brought forward for a disciplinary matter, and is an excellent student, he still might be asked to leave, however.

CHAIRMAN McLEOD: Oh yes.

DEAN SHELTON L. BEATTY (Pomona College): I want to ask the question if any of you on the panel, or others here, may be considering the policy in which, let's say a man has been suspended by a faculty-student judiciary body for his conduct. Regardless of the conditions, as long as he is suspended, should he then be subject to review by a proper committee with regard to his being readmitted? In other words, he is not automatically eligible for readmission, but his readmission must be reviewed.

DEAN ALLEN: I would speak to that in this way, that the decision on the method by which he may return to the college at the end of a stated or indefinite period, either one, is determined as a part of his severance, so that he is under instructions as to the method he should use, that being a part of the interpretation of the problem and the prospect of his return to the college.

CHAIRMAN McLEOD: Does that answer your question?

DEAN BEATTY: Yes.

DEAN DONALD LOUCKS (Florida State University): I have two questions. I have been watching that intriguing machine. I want to ask him a question. Could you possibly keep up with my wife on that thing? (Laughter)

CHAIRMAN McLEOD: This man wants to know if this machine could possibly keep up with his wife? (Laughter)

DEAN GWINN: May I answer that?

DEAN LOUCKS: I am going to ask you a question. You mentioned a few minutes ago an orientation booklet or pamphlet, the material which you sent to the students prior to his arrival. Do you have a booklet? Is it a booklet, or is it different sheets of material?

DEAN GWINN: It is information which comes from various offices. We try to avoid, as I mentioned, putting everything together at once and sending it out. We feel this more or less discourages perusal. We try to make ours as personal as possible. In other words, a letter from the doctor, a letter from me, a letter from the Dean, Academic Dean, and so forth.

DEAN LOUCKS: But no complete booklet?

DEAN GWINN: Not until they get to school.

DEAN LOUCKS: Thank you.

CHAIRMAN McLEOD: We send out a booklet. If you would like a copy, I will send you one.

DEAN LOUCKS: Then you also have to give them another one when they arrive, which means duplicating the material?

CHAIRMAN McLEOD: That is right. We know that.

DEAN GWINN: Jim, may I step out of line here perhaps. In the past meetings that we have had, orientation sessions, many questions have been raised about NASPA as an organization, and what it might do for you as newcomers. I think we have not touched on that, and I think we are not ruling out questions on that, are we, in case anyone is interested?

CHAIRMAN McLEOD: No indeed. This is a general question period, anything you want to ask. They need not be directed at the panel. Just ask your questions. I see a lot of men in the room who can answer them better than anyone on the panel. My apologies.

DEAN LEROY S. AUSTIN (Pratt Institute): I wanted to pursue a little further this business of changing policies and practices, and I thought we might add there "attitudes," because of course this lies behind a lot of things that turn into policy.

I was thinking of an institution I had been identified with, in which there was considerable difference, if not apathy, to the kind of thing that most personnel administrators try to promote in terms of extra class experiences. Just to be more specific, there were some instructors who are definitely opposed to their students taking part in student government and student activities. We might interpret this as being a kind of situation then which interferes with this wholesome growth that we think we would like to promote, and I wanted to see what other people's points of view were here.

It would seem to me that the student personnel people in this kind of situation -- and I wanted to explain a little further that the situation is one where there had been long years of experience with a certain kind of administrator in

student personnel, and that person had aroused a lot of hostility and resentment among these people. It would seem to me it was for the benefit of the student in the long range, and certainly for the program, not to give in and institute a lot of rules and regulations about faculty people sponsoring and participating, and certainly agreeing with student participation.

Now, to bring it back to where we were, I would say then, for example, when a student comes in and complains that a teacher said to him, "If you take part in a student government, if you run for this office, or if you promote this kind of activity, you are going to get in trouble academically," so I would wonder then what would be some other principle about the role that student personnel should play in this kind of situation?

My own position is one of trying to take it easy, and not, say, go rushing into the dean of the school where the instructor was involved and saying, "Can't you straighten this out?" But mainly trying to find out why the instructors have felt this way. I would be interested in seeing if there have been people with this experience, and see what they have done.

CHAIRMAN McLEOD: I read somewhere that there was a panel as part of this conference which is going to deal with this area, and I think it would be well to attend it. How do you involve a faculty, and how do personnel workers cooperate better with faculty members in the total scheme of things?

DEAN RALPH W. WRIGHT (Kansas State Teachers College; Pittsburg): Will all the proceedings of the various panels be in the Proceedings? In each of the groups, will all the proceedings be in?

CHAIRMAN McLEOD: My guess is that there will be summaries, is that correct? Summary reports of what takes place in the panels.

DEAN JERRY WULK (University of Southern California): I am interested in knowing, does NASPA encourage the regional meetings, such as we have on the west coast? We had a very successful and helpful Western NASPA meeting. I am wondering if there are other parts of the country doing the same thing?

CHAIRMAN McLEOD: Is Fred Turner here?

DEAN NYGREEN: We have one in the state of Ohio, which we call the Ohio Association of Student Personnel Administrators, that meets twice a year, in the fall in the northern half of the state, and in the spring, in the southern half. While somewhat an informal group, this is an extremely valuable group. There are similar groups in a number of neighboring states, I know, as your west coast group -- the Allerton Conference of Mid-West Deans that meets twice a year, Texas Deans, New England Conference of Colleges, South-Eastern, Pennsylvania.

CHAIRMAN McLEOD: South-Western.

DEAN NYGREEN: I guess we do not discourage them.  
(Laughter)

CHAIRMAN McLEOD: There is also an Illinois Conference of Deans of Men, to which they sometimes invite Deans of Students.  
(Laughter)

DEAN GWINN: As you probably noticed on your programs too, there is a definite effort on the part of NASPA to form associations with other professional associations, and oftentimes, as is the case here, we have visitors from the national associations who attend the meetings.

DEAN DANIEL J. SORRELLS (Central Michigan College): I wonder if Dean Gwinn would mind elaborating on that parent orientation day. We have a rather elaborate tea for parents when they bring the students to college, and go through a nice social routine, but I think to follow up with what you say you do would be very inviting. Would you comment on that, sir?

DEAN GWINN: Yes. Our orientation session for parents is held on Sunday afternoon of the weekend when the parents come. We discourage the students coming, because it is our feeling that a parent may have a very definite question that he might like to raise, but would be somewhat reluctant to do so if his son or daughter was with them. So we discourage having the students come. In fact, we make plans for them so they will not be there.

As I mentioned, we have the Academic Dean, the Dean of Students, the Dean of Women, and the Chaplain, or as we call him, the Dean of the Chapel, present a brief summary of what each attempts to do in his particular area. We make these as brief as possible, because we feel that the parent probably has a good question that he wants to raise, although as Jim said, this one -- he was really concerned and wanted to know whether or not there

was drinking at Beloit, and I was somewhat facetious in answering him, but I did go on later to try to explain what we do in this area. We have found it to be very successful.

Something that happens as a result of this is that we get many follow-up letters from parents when they go home. They will write back and say, "At the meeting, I forgot to ask this question." Is that sufficient?

DEAN SORRELLS: Thank you, sir.

CHAIRMAN McLEOD: Just a footnote in this area of orientation of the parents. We have an open house for all the parents who may have accompanied their sons and daughters, and try to have present at it the deans of the various individual schools; but more important is the fact that Seniors, who are members of the Honor Societies, act as hosts and hostesses in a very informal way, and I have watched them with their salesmanship sit down with mothers and dads and answer questions which you and I would not answer nearly so well, which mother and dad want to know about college, and college life, and all the rest of it, and they do a pretty good job.

The other footnote would be that I at least try to write four letters per year, (Obviously you know that they are form letters.) to every parent of every student at Northwestern. This is a four page letter. The first part is a very direct letter. The next three pages try to bring the parents up to date on what is happening at the colleges, what their sons and daughters may have seen or may be able to see in terms of theater, and listened to in terms of music; what certain members of the faculty have achieved in terms of honors and distinctions. In other words, a sort of general bulletin of the sort of things that the alumni would be very interested in, but parents for four years are just about the best synthetic alumni you have and is a tremendous public relations group. This is one more technique which I know many others have used and are using.

DEAN JAMES H. McELHANEY (Ohio State University): This might be called a continuing orientation for parents. The Ohio State University publishes a Parents' News, which is sent free of charge to any parents who request same, starting with the time their son or daughter becomes a freshman student. It is sent monthly and covers the same thing that you have spoken of, sir, in broad terms, what is going on on the campus.

DEAN GWINN: Incidentally, for those of you who have

not been here before, Fred Turner, who is Secretary of the Association, is more or less the gathering point of hordes of information. I think that if at any time you have a question, or you would like to get some information concerning a certain area in student personnel, you would be wise to write to him and ask him for it.

The Association does put out, through Fred, what we call the NASPA Breeze. At the end of the Breeze, mention is made of the various publications that are out concerning some of these problems you have raised. Or perhaps he might make mention of something that is being done at some college which he feels is particularly significant. So any time you have a question concerning an area which you are concerned with, I would suggest writing to Fred.

DEAN CHARLES RICE GADAIRE (American International College): I have something you might be interested in from our experience of last year. Whereas we used to entertain the parents at the beginning and chat with them, we found them almost as neophyte in appearance as the youngsters. So we waited this last year -- although we do entertain them on the Sunday when they arrive -- until about two weeks before the end of the fall quarter, and coinciding with the last home football game, and the Parent's Association which was formed last fall then entertains, through their officers, the parents in the morning with an assembly program and a question and answer program, with all of the professors available to specifically answer questions. During those seven or eight weeks, the parents, through letters with their youngsters and contacts with the youngsters, really begin to know the problems that exist, and this gives an excellent opportunity, and we get a much more open, critical evaluation made by parents. Frankly, we get a lot of very splendid ideas as to how we can help their youngsters, as we see their problems through their eyes.

CHAIRMAN McLEOD: I am sure many of the representative institutions have parents councils and evolve parents' programs, and I know many schools now have parents' weekends where they bring back, sometimes, as our President says, "More than we can take care of. Let's cut this out. It's ruining the budget," or something. But I do not think we will cut it out.

DEAN NYGREEN: Jim, I do not think we followed through very completely on the question of the gentleman from Pratt Institute, who was concerned about changing attitudes, so I would like to turn this question first to you, and then to Jimmy Allen

in this form: Jim, do you find that when you bring administrative officers, department heads, etc. up before this group of students and there, as you put it, sometimes take a shellacking, that the net result of this is not always resentment and resistance at taking a shellacking, but really a growing pride and confidence in students? Do you not find this also, Jimmy Allen?

DEAN ALLEN: I do.

CHAIRMAN McLEOD: Yes.

DEAN NYGREEN: We might say the way to change attitudes is simply to increase participation with students on bases that they can accept.

DEAN ALLEN: I would like to speak to that point in this sense. In our program of inclusion of students to faculty committees, which is growing year by year, we feel that we are accomplishing a general education of faculty members in the way in which students think, and the way in which they work. Our process has reached this point, that when we diagnose an attitude on the part of a specific faculty member which we feel to be not quite acceptable, we go about conditioning that attitude with seeing that that faculty member does participate in certain areas on faculty committees, that he is included in certain programs.

We do this through the Union program and B.S.O. and other agencies, by pulling this faculty member in and conditioning him with what we consider to be an educational program, by which he is better prepared to fit into student programming and thinking.

CHAIRMAN McLEOD: Any other questions?

DEAN THOMAS H. JOHNS (Hanover College): This second part, that "each student's education is primarily his own responsibility." One of the questions that has always come to my mind is thrown up sometimes by various faculty members, is just how far do we carry a student, and how far do we go to assist the students -- what should be the student's own responsibility? How far do we go in this sort of thing? How paternal do we become?

CHAIRMAN McLEOD: A good question. I would like to have the answer. (Laughter) I hope there will be some sincere, honest comment on this. How far do you go? How paternal can you get? What do you do with the mass of students who arrive



on a university campus, coming from as diverse backgrounds as a strict military school as the Culver St. Johns type, who have done everything according to the military for two to four years, and the one who has come from the healthy, wholesome home where going to high school was just a perfectly natural thing, and they never thought of cutting classes. Now they are thrust into the freedom of a university, where they may come and go as they please. Where do you step in and salvage them before they hang themselves? Any comments?

DEAN WULK: Could you add a part to that question. Does it make a difference if the man is paying \$1,000.00 tuition to a private institution, or if he is a student at a State University or institution? (Laughter)

CHAIRMAN McLEOD: I think it makes a whale of a difference. Most of the state institutions I know have twice the number of people working in the personnel office to take care of these things as they do in the privately endowed institutions. So we have a tough time trying to be mother and father and aunt and uncle.

DEAN SAM M. BASTA (University of Nevada): This might be negative to Dr. Gwinn, but one of the ways you can be least paternal and more from the standpoint of guidance is leave the parents home.

CHAIRMAN McLEOD: Thank you.

DEAN GWINN: We encourage them to stay home after that weekend. (Laughter)

DEAN WILLIAM T. GREEN (Fisk University): One of the things that I would like for Dean Gwinn to elaborate on is the statement he made when he explained to the parents that they were doing something about drinking.

The next question I would like to have an answer to perhaps is that it states here, in paragraph 4, that the personnel director, or administrator should seek to provide opportunities for the students to gain experience in democratic living and in self determination, in cooperative endeavor and leadership.

We have our students doint that without much aid from the personnel administrators, and I was wondering if some member of the panel could tell us how to curb this activity, because a

great deal of this has developed through the fraternities and the sororities, and it is to the point where it is just about out of range. Perhaps someone could give us some ideas as to how we might curb it a bit, and bring it into line.

CHAIRMAN McLEOD: You want to curb this desire for freedom, or curb the way in which they try to achieve it?

DEAN GREEN: The way they try to achieve it.

DEAN NYGREEN: Then they do not have freedom, if you want to curb it.

DEAN GREEN: In the matter of freedom, I think that it is not altogether a matter of curbing the freedom, but it is to the point where it is actually interfering with the academic process that we are trying to achieve.

DEAN NYGREEN: I am sorry if I was flip with your comment. Actually I think you put your finger on a very real problem for all of us, and precisely the kind of problem in Dean McLeod's statement about keeping a Tuesday evening free, which was directed toward solving this in part.

I think learning in a campus situation occurs on all sorts of fronts. It occurs in the class room, and it occurs in the fraternity or sorority. It occurs in the coffee shop of the student Union building. It occurs wherever students happen to gather. It is only natural that whenever a student discovers satisfaction in a new learning situation, he wants to go overboard with it.

He needs to be helped to keep central before him the statement earlier referred to in the first paragraph of this Statement of Principles, that it is the objective of the personnel department to further students' progress towards the objectives which the institution holds for them. If the institution holds clearly and strongly to academic standards and academic achievement, I think students themselves can help make this adjustment, but part of our job as student personnel administrators is seeing that it is the institution's academic objectives that are central in all the programs of which we have a part and in which we share, including advising fraternities and sororities.

CHAIRMAN McLEOD: May I make a footnote. I think there is a constant job for the dean of students, dean of men, whoever

works in this whole area, and it is an educational job of helping them recognize that along with this freedom -- and it sounds like such a cliché -- is responsibility. If you can, constantly keep before them the fact that you as personnel administrator are responsible to them, yet, but you are also responsible to somebody beyond you, and that person beyond you is responsible to somebody else. When they talk about the administration and the university and the college, you do a constant job every time you have dinner at a fraternity house or a sorority house, or before a group, of re-interpreting this responsibility, and the other personal relationship that is going on constantly in an educational process.

If you have been there long enough, you can in retrospect pull out the examples of how certain things which they most wanted were achieved, and they were achieved educationally. They were not achieved legislatively. They were not achieved by editorials in the Daily, not alone. It is a long educational process. The best process, it seems to me, that you constantly reiterate as being important is one which is educational, and it is consistent with what the institution stands for. And if you want to be popular, you are in the wrong business.

FATHER GEORGE BISCHOFBERGER (Marquette University): As I understand the gentleman's question, from Fisk, his question is specifically, it seems to me, the fact that he has sororities and fraternities who are doing a great many activities and he is trying to curb them a little bit. Is that right? It is not that he wants to deny them their freedom, but cut down a little bit on the license.

It seems to me that if it comes from the students themselves, it obviously will have a better effect than if you legislate and say you cannot do that, and you cannot do this. Perhaps an interfraternity-sorority, or interfraternity council could study the individual records of the fraternities and sororities and show how if they put an academic eligibility for maintaining a 2-point, or some such figure, they would raise their academic standard of their organization. If by participating in too many activities that is lowered, then they would naturally cut out some of the members or necessarily force them to cut down on their activities.

It seems to me that if the fraternities and sororities themselves could be spontaneously led to see the evil of their way, they would themselves legislate for themselves, so you would not have to force them.

Was that your specific question? That is the way I saw it.

DEAN GREEN: That is it. Then too, this matter of hazing, which some of the schools have eliminated. We have been trying to arrive at a definition for hazing. One interpretation was given that hazing pertained to any activity which might cause embarrassment in the position for the student. The executive committee of the faculty has attempted to define hazing and it seems at this point the fraternities and the sororities feel that physical punishment is necessary.

The university feels they should eliminate hazing, and that is where one of the complications came in. Right there they have a great deal of activity. They do have the standards that the Father spoke of. They do have that, but this seems to be a point where they are going overboard.

CHAIRMAN McLEOD: There are several here who have done a good job of educating their social groups on the campus to eliminate this factor in fraternity or sorority life, and to the degree that you have, I hope you will share it with Dean Green from Fisk.

DEAN McELHANEY (Ohio State): I think there is an assumption made in these various statements that the students are running wild with activities. The assumption is made that if they were not doing this, they would be right there pounding their ear on those books. Is that a fair assumption?

CHAIRMAN McLEOD: You answered your question mark.  
(Laughter)

DEAN NYGREEN: The student has a right to flunk out of school if he wants to. (Laughter)

DEAN JOHN F. QUINN (University of Rhode Island): I would like to recite a series of fraternity and sorority incidents, a sequence of events on my own small campus of over 3,000 students, that I think will help the gentleman from Fisk just a little bit, by way of perspective.

To interrupt myself for just a moment, I do not think a student has a moral right to flunk out of college. I do not think so. He has every right to withdraw, but not to flunk out.

On my campus the interfraternity, intersorority scholastic average has been substantially higher than the all men's-all

women's averages for ten of the last eleven years. Point No. 1.

Point No. 2. The principal pressures in the fraternity setup, particularly concerning scholastic qualifications for pledging, as well as initiation, concerning hazing, concerning overall discipline, come from the governing group, from the Interfraternity Council. The same applies to the Panhellenic group, and these currently existing situations took about seven years of constant effort to develop. That is the program. Seven years! (Laughter)

CHAIRMAN McLEOD: Don't be too discouraged. It has been done in less.

DEAN NYGREEN: And more. (Laughter)

DEAN GADAIRE: They have just so much time to give, so you might just as well dump these responsibilities of real sound thought on to them to devote this time to, than to let them think up their own. So why not, as an administration or as a dean of students, turn some of these problems over to the Interfraternity Council and say, "Boys, I am stuck, will you help me out? Would you discuss this, and take it back to the fraternities." They only have so much time, so they will help you out in doing this, and help you out in the process.

CHAIRMAN McLEOD: Any other questions, gentlemen?

DEAN AUSTIN: This is not meant to be an embarrassing question to you veterans of the organization. Now that women are included in this group, how does this organization feel that it promotes a program that would be different from some other professional organizations? For instance, the American College and Personnel Association. I do not mean vastly different, but is ACPA a competitor now, or how would you interpret that?

CHAIRMAN McLEOD: Glen will take one crack at it. I think we all have something to say on this.

DEAN NYGREEN: I think this is something that we have worked through, Mr. Qustin, for quite a number of years, and I think among us there are people with quite different views on this.

Let me point out first of all that membership in NASPA is a privilege of an institution and not of you or of me as individuals. We merely are here at the suggestion of our institution.

This is the theoretical basis. This does not attempt to become a mass organization of student personnel workers. It is, as its name implies, an organization of student personnel administrators concerned with the overall view for the entire campus.

There does exist an association known as the National Association of Women Deans and Counsellors, which I think is a fine operational definition of what that group is. It takes particular concern for the problems of women on our campus, but does not restrict themselves to that concern.

There then exists a single organization, the American College Personnel Association, membership in which is an individual matter, which is broadly conceived so as to include members of all activities on the college campus who wish to identify themselves with and has a concern with the student personnel movement, but as individuals.

This organization is moving toward higher standards of training, and qualifications for individuals that fill various responsibilities, a growing professionalization of these widely varied fields. It has a very real place to play.

There are some twenty organizations which we have identified as being composed of college people working directly in the student personnel area. This does not include the other organizations which include many secondary school and other related people, 20 different associations.

Sometime during this past year, the officers of this group, the National Association of Women Deans and Counsellors, the American College Personnel Association, and the American Association of Collegiate Registrars and Admissions Officers, have been meeting together to find ways of jointly attacking problems and of establishing interrelationships on an informal and functional basis, rather than structural basis, and there will no doubt be reference to this tonight in the address of Dean DuShane, and at other points in the session.

I did not mean to make a speech, but I thought I would clarify that.

CHAIRMAN McLEOD: It was a comprehensive statement, and a whale of a speech. I would not even want to add a footnote to that.

DEAN ROBERT CLAY GOODRIDGE (University of Redlands): I was about to ask the same question that was answered, only we

have a problem on the west coast, coming mid-west or east for many organizational meetings. I was wondering if this organization has ever considered, not combining, but placing their meetings at a time and place that if one of us from the west coast wanted to attend ACPA and also NASPA, we would not have to make two trips east?

DEAN NYGREEN: Having served a couple of times, as Jack Gwinn is this year, on the Committee on Nominations and Place, I can say honestly that this is an item which is considered each time, and has been done this way, and at other times it has not. This depends upon our own pattern of operational concern, and the pattern of operational concern of these other organizations.

As long as you have asked this, let me point out to you that the American College Personnel Association does not determine its time and place of meeting. It is a part of the American Personnel and Guidance Association, which includes other organizations larger and more powerful than the ACPA. The date of meeting of this organization has been for many years now Palm Sunday, and the first three days of Holy Week. Now, if we were to meet after this time, we would be meeting Good Friday and Easter weekend. We do not choose to do this. We could, I am sure, but we choose not to, and I doubt if you would have us do otherwise. We could meet before this too. Our meeting times sometimes have been selected, as the 1959 meeting, I understand will be in late June in Boston; just as we went two years ago, in June, to Berkeley, California.

I am very mindful of the problem you raise, because I was for many years on the west coast, and I know that with the high cost of travel, it is normal to go to one meeting, and one wonderful year I went to both, but that was a very rare time.

CHAIRMAN McLEOD: Any other questions, gentlemen?

DEAN WRIGHT (Kansas State Teachers College): I wanted to address a question to Dean Allen. He alluded to student riots and suggested that there were channels of communications that might alleviate this tendency. We happen to have won a football championship this year, and we had all the earmarks of a student riot for the first half day. We think the weather helped us. They got outside and got good and cold, and then went inside to drink coffee, and this broke it up. What kind of communications do you have?

DEAN ALLEN: My answer to this is, assuming that in their mind there is a valid reason for expression, which would

have some beneficent result, if on the basis of background they feel that there is an institution approval of a procedure which will more likely get the sort of hearing that they want, they will be inclined to move in the direction of this, rather than the one which expresses simply in a remonstrant way their dislike of a procedure. I am thinking particularly of such things that have to do with disapproval of food in dormitories, which I am sure none of you have ever had to deal with, (Laughter) and the other common complaints which come up periodically.

If students feel that they have a channel such as a committee representation, they can be reminded the moment that this moves and anyone is conscious of it, and almost always it will move back into the channel which has been provided.

Conversely, I think where there is no such acceptable channel which gives students a dignified way to move, it actually adds momentum because of the resistance of the fact that they have no means and way to satisfy this thing. They feel that they can bust it wide open, and will.

The thing you are thinking of there, I think there is no answer to it there because they "ain't got nothing" to communicate. (Laughter)

DEAN DONALD P. HARDY (University of Delaware): In regard to communication, I was interested in your comments regarding Northwestern, Dean McLeod. You indicated that to promote communication you invited in various kinds of campus leaders to talk to the president, and so on.

I agree that communication is awfully important, but I am puzzled as to what this does to student government. With the three or four institutions I am relatively well informed about, student government is a relatively weak force on campus. Don't we make our own problems to some extent by doing that? I realize there are other symptoms here, but I would like to find out what your own feelings are about your own student government at Northwestern.

CHAIRMAN McLEOD: The first meeting this year, following the meeting with the president, is a joint meeting with the joint student governing board and the president's Round Table. It is not the purpose of the president's Round Table to replace student government, since it has no legislative authority and does not attempt to take any of the autonomies belonging to student government, but can serve in a very worthwhile way of



constantly feeling the pulse on a broader fashion perhaps than the student government.

Student government boards, if they are made up as they are at Northwestern, can be made up of people who are all the way from freshmen to seniors, in their attempt to have representation from the classes. The person who represents the interfraternity council on the governing board, is not nearly as powerful as the president of the Interfraternity Council, or the president of the Panhellenic Association, or the president of the Religious Council, or what have you.

It offers the student governing board an opportunity to be stronger because it becomes more sensitive to the problems as these things are communicated to them, and they are made aware of them. There is an interchange. The student governing board receives copies of the minutes of the Interfraternity Council, copies of the minutes of the Panhellenic Council, copies of the minutes of the A.W.S., and they review those.

I do not think you weaken the student governing board. I would say ours is getting increasing respect, because they are beginning to become concerned about student government, which is self-government. There is always a tendency on the student governing board to become an autonomous little group that wants to run the university.

DEAN HARDY: Am I correct then that there is only the single meeting with the student governing board that talks with the president or the other administrative officers, and from there on out the governing board only gets minutes and indirect communication?

CHAIRMAN McLEOD: The president's Round Table is meeting continuously, and the president of the student governing board is a member of the president's Round Table. He is constantly informed of what goes on there. I think there are many weaknesses in our student government board, and I think we will arrive at it some time. We have a fine senate. We do not have any house of representatives.

DEAN HARDY: I guess one of the things that concerns me, if student government as a group is to govern students, this in a sense implies that they then have access to top level administration. Well they do in this case, via representatives. But if this other is created and conducted outside of the

organization of student government, then I think we have a problem. I guess what I am trying to say is that I have some feeling that student government itself ought to have direct access, if we in turn are to get topnotch students into student government, and if we are in turn to make student government truly representative. I guess what I am wondering is, doesn't this short-circuit student government to some extent?

CHAIRMAN McLEOD: I suppose this is a possibility, but student government so many times is not self-government, and does not concern itself with the things that need to be governed on the campus, whereas the Interfraternity Council does, A.W.S. does; student government does not. This is my quarrel with this.

DEAN HARDY: My question is, how do we go about providing student government as a group with this access, and wouldn't there be a better way? I am not sure.

CHAIRMAN McLEOD: They do invite in top administrators.

DEAN MANN: I would like to get your reaction to this problem. You say two-thirds are former teachers. I hated to quit teaching. I kept on teaching. What is the feeling of the group? Should you still teach, say one class a week, and still be on the faculty, and not lose that association, or should you join that mystical body of administration, departing from the faculty? I have heard pros and cons on both sides.

CHAIRMAN McLEOD: Among the new men, those wearing those nice green ribbons, that is going to add to the luster and hue of the whole organization as it joins the gold and the blue and all the rest, how many of you are also teaching? (They raised their hands) A great deal. Does this answer your question in part?

Of the rest of you who are old timers, how many of you also teach? (They raised their hands) Quite a few. You can see the weight of administration has forced them out of teaching, is that it? I might say this, I still teach.

DEAN NYGREEN: I still teach.

DEAN GWINN: No.

DEAN ALLEN: I would like to say, Jim, there never was a time in which the statutes of student personnel work are so

conditioned by its faculty standing and by the fact that we do combine both the student personnel administration point of view and the classroom relationship with students in what we project on a college campus. I think it is tremendously important, and more important than ever before.

DEAN NYGREEN: The one experience common to all faculty and students on a campus is the class room experience, and if you are too far away from that, you begin to lose touch.

CHAIRMAN McLEOD: There are some answers for you sir.

DEAN GWINN: I think if I could do a good job of both, I would. (Laughter)

CHAIRMAN McLEOD: I felt that right on the neck.  
(Laughter)

Gentlemen, I think we have reached a point at which it would be well to conclude. Just a parting word from an old man who has been on campuses now for 27 years in various capacities, the last six at Northwestern as Dean of Students:

I think you have to make some fundamental choices. Glen referred to one of them when he said something about popularity. I think it is popularity over against respect. People do not go into this whole area unless they are very sensitive people. As sensitive people, they are going to be hurt. They are going to spend some sleepless nights. They are going to feel irritated. You are going to wish you had never left the cushioniness of the teaching responsibility, or the neutrality which you could enjoy when you were in that position. You realize that you are part of an organization which necessitates your taking a very firm stand from time to time in terms of the best interests of the total institution.

All of these are going to be a part of your experience. But I can only say what I said before, that I still think it is the most important job that is being done on our campuses in terms of the individual young men and women who are on our campuses, and to the degree that we combine our best efforts, I think we can also end up the year with seeing some very notable results. So as a benediction, I will use an old one from a Quaker friend, "May the Lord bless you and keep you going." We will see you the rest of the week. (Applause)

... The Orientation Meeting adjourned at 5:00 o'clock ...

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## SUNDAY EVENING SESSION

April 13, 1958

The opening session of the Fortieth Anniversary Conference of the National Association of Student Personnel Administrators, held April 13-16, 1958, at the French Lick Sheraton Hotel, French Lick, Indiana, convened at seven-twenty o'clock, Dean Robert H. Shaffer, Indiana University, and Vice President of NASPA, presiding.

CHAIRMAN SHAFFER: It is a pleasure indeed to call the opening session of the Fortieth Annual Conference to order. At this time we will ask our member of the Executive Committee, Reverend Victor R. Yanitelli, to pronounce the invocation upon our Conference. Vic.

DIRECTOR VICTOR R. YANITELLI, S. J. (Fordham University): O God, our Father, bless this conference. Bless us with Thy Grace to enlighten our minds and strengthen our wills. Illuminate our intellects that we may be able to cut through the darkness of ignorance and the shadows of prejudice. Give strength to our wills, that we may have the courage to use our freedom wisely.

Finally, bless all those, the youth of America, who come in contact with us, that through that contact may be made better citizens of this, our beloved land, better children in Thy Kingdom. Amen.

CHAIRMAN SHAFFER: We had hoped to order all this weather from Florida and California to have our typical sunshine and flowers, and the trouble is that the order was delivered, and we have the Florida and California weather now. (Laughter) We do not have the redwood and dagwood and forsythia we promised you all when you chose to come to southern Indiana. We are devoutly praying, through the help of our spiritual advisers and others, that before you leave Wednesday the magnolia in front of the hotel at least will burst out in full blossom, and you will see what we were talking about.

There is a tradition in these Conferences that the weather and other things seem to go wrong. In Williamsburg they had snow. They claimed this never happened before, and some of you have pictures, I know, of the flowers with snow on them. I believe it was down at Dallas, at Shorty's place, it was unseasonable weather. I don't know where it came from this year.

One tradition probably interests me more than you, in connection with these Conferences. You know, usually there is a student riot or raid in the institution that is the host school of these Conferences. (Laughter) The student leaders on our campus have assured me they will not want to break the tradition, and they want us to watch the headlines carefully during the next three days. (Laughter) Those of you who can laugh with glee as the telephone rings, may see those of us from Indiana, or Purdue or Evansville, or nearby Hanover, tearing out of here rapidly some evening as we get the call.

You might want to know who is at the head table before we proceed too far. They are, except for myself of course, a bunch of brilliant and scintillating individuals, as you will learn as the conference goes on. I will start at the far left end.

The left end is a man I would like to present to you. We bow down and kowtow to him now, something maybe we didn't do when he was actually one of us, is President Robert Strozier, president of Florida State University in Tallahassee. Bob. (Applause as he arose) As you know, those of you who have looked at the program, Bob will be the keynote speaker tomorrow morning.

Then, left tackle, I guess, Mrs. Hendrix, and Noble -- I will present the right tackle too, Noble Hendrix of Miami. Noble is Vice President of our Association. Mrs. Hendrix tells him how to do things. (Applause as they arose)

You have met Vic Yanitelli, but it is sort of a home-coming for him, because he studied over at West Baden for a year. Do you have a good record? Can you come back and show your face?

DIRECTOR YANITELLI: I am not afraid. (Laughter and applause)

CHAIRMAN SHAFFER: Then we have an unbalanced line here today. This is the kind of line that Indiana really needs. (Laughter) We have been having a heck of a time playing with seven men. If we get eight men in there maybe we can do better. I will skip the immediate right guard here for the time being, and present my own quarterback, Mrs. Shaffer. (Applause as she arose) Mrs. Hendrix, Mrs. O. D. Roberts and Marge comprise the women's program committee for the conference, and immediately following this banquet, if all you women will assemble up here, you can plot your evil deeds for the conference, while we men

take a breather outside waiting for you to come out. So the women may all come up to the speaker's table, and we will figure out what we can do. You men can figure out, outside, what you can do. There are about forty women to about 300 men (laughter) so you can figure out your angles out there.

On the extreme right end, a big fellow who can take care of the right end, is Ted Baldwin, our immediate past president, who will present our distinguished speaker for the evening. Ted, I will turn the microphone over to you. (Applause)

DEAN FRANK C. BALDWIN (Past President; Cornell University): Thank you, Bob.

As we drove in this afternoon, close to French Lick, I was reminded of a little boy who drove frequently with his father and mother through the countryside. He always sat in the front seat with his father. This day was a particularly beautiful day, so his father said, "Why don't you drive, Mother?" Johnny said, "I'll sit in the back seat with you, Dad." So he did. They had been driving along for about a half an hour when the conversation between little Johnny and his father was, quote:

"Daddy, where are all the dirty bastards today?"  
(Laughter) End quote. (Laughter)

Well, it is a pleasure to see all you men back here again. (Laughter) It is a pleasure to see the ladies here also. I was not here to greet you, however. I was here only to introduce the speaker, which is a great pleasure to me.

The speaker you are about to hear in the President's address is Donald DuShane. He is a native Hoosier, so he is quite at home here in French Lick. His father was an educational man. He was the president of the National Education Association, so he comes by his education naturally.

He is a graduate of Wabash College and Columbia University, where he studied political science. He is a newspaper reporter. He was an office man. He was the manager of an apartment building. He was a salesman and worked in a glass and china shop. You can see he has handled some pretty delicate situations here. (Laughter)

He taught also at Columbia College, at Lawrence, at the University of Oregon, where he is now Dean of Students. He has been associated with NADAM and NASPA for years and years. He is

at present, as you know, our President. He has been the Vice President and chairman of one of our Commissions. In addition to all this, he is a great guy.

It is a great pleasure for me to introduce to you Donald M. DuShane, President of NASPA. Don. (Applause)

PRESIDENT DONALD M. DU SHANE (Dean of Students, University of Oregon): Thank you, Ted and Vice President Bob. This is a sentimental occasion for me, and I suppose it always would be for a boy raised -- not "reared" because it was Indiana, not in the east -- in the southern Indiana hills, to come back home after a good many years away.

It was a sentimental journey south for me on the Monon, because I went to school in one of a string of Monon colleges. It was more than a sentimental journey on the Monon. It was a little wearing as well, I should say.

But I come to this place to meet with you, so many of whom I know as friends and counsellors, with deep appreciation and, as I say, with a sentimental touch to the way I look at you and the way I regard this Conference. I suppose that any anniversary after forty is a sentimental occasion too, and this is the fortieth anniversary of NASPA -- NADAM, as it was.

#### NASPA -- THE YEARS AFTER FORTY

The fortieth anniversary in the life of a man, or of an association, is a milestone of sorts, and marks an appropriate time for reflection on what has gone before, a look backward over the road already traversed, the choices now irreversible -- and at the same time for the taking of thought for the future, the promises held by forks in the pathways ahead, the choices yet to be made.

In a society of free men, a milestone marks only the distance covered. The distance yet to go may be to any place in the whole, wide world, and not even the wisest dean can put one definite final figure on the far side of the milepost. But even the less wise among us can -- and should -- try to list objectives. Alternate, intermediate objectives, and in sequence. So, what's beyond NASPA's 40th milepost?

My text for this task I take from the keynote address at the 1950 Williamsburg Conference by Chester I. Barnard, president of the Rockefeller Foundation, about responsibility,

authority, and persuasion -- these three, the greatest of which is responsibility, from which true authority grows, through the exercise of the arts of persuasion. The task I shall divide into three parts: the student, our institutions, and our Association.

First, then, our responsibility to the student. Or to the students, in the plural, since they are multiplying these days, at least on the west coast. Some of them may not know long division, but they can multiply. (Laughter)

A decade or two ago we heard and spoke much about the whole student, and about student-centered programs. Everything centered on and around the student. We were responsible to him, for him, and were held responsible by him.

I thought about this a few months ago, when the syndicated daily Chuckle one day read that "Money isn't everything. There are stocks, bonds, certified checks, letters of credit ..." (Laughter)

The student isn't everything either -- there are parents of students, teachers of students, potential students, former students, staff members concerned about students, fellow administrators elsewhere in student personnel offices ...

But it is true that we are -- and that along with our presidents we are almost the only ones who are -- concerned with the whole student: his background, his habitat, his protective coloration, his sustenance and his health, his hopes and his fears and his joys and his sorrows and his failures and his successes, and everything else that is his. Or has been his; or may yet be his.

This is not to say that we baby or coddle him; only that he is of concern to us. And that most of the others at our institutions -- instructors, academic deans, business managers, residence hall directors, and so on -- are concerned only with parts of him.

In the past our concern has been extensive. Let me read some of the items listed for discussion by participants in this year's West Coast Deans Conference: Union building facilities and management, liquor and its control, counseling (mid-term reports, academic motivation, attrition, gifted students), residence halls (staffing, government, social programs), fraternities (discrimination, collections of accounts), student



leadership and training, admissions problems, religious activities -- and fourteen more, familiar to all of us.

Recently Bill Gold, in his column in the Washington Post, carried a quip to the effect that instant coffee would be an even greater success if someone would invent instant hot water. (Laughter) Each of us could tell him how many freshmen make this discovery every week. And how often we ourselves re-discover it, by inadvertence, periodically.

And in the future? This is a large part of the theme for this French Lick Conference program: How do we do more, for more students, with not so many more deans and counselors?

With the nation's, and the world's, newly re-discovered need for educated people, our growing dependence on the fully trained, how do we meet it with fewer educators? How do we produce more eggheads, with no more hens on our faculties? (Laughter) Or, to put it differently for the sake of our land-grant college trained colleagues, when every clod must be fertilized how do we do it when there's a shortage of Vigoro? (Laughter) Discover a 2-4-D for ignorance? [You understand, I trust, that parts of this address are designed to be provocative, not prescriptive. (Laughter)]

In the 18th century it was "each one teach ten." In the 20th, television. This year at the University of Oregon we are experimenting with English comp -- four different ways to stretch good teachers farther. I asked one English comp instructor if he thought this should be "further," and he said he did not know. (Laughter and applause) He said, "In the long run usage depends on what people like you say." (Laughter) In another year, the results of this experiment.

We shall learn from sociology and anthropology (we await the report this week of our Commission V) the techniques of group dynamics and communications, and shall apply the contributions of the social sciences with as much hope as we had for the discoveries of the clinical psychologist (hope which was largely justified) a few college generations ago.

We shall rely more on the instructing faculty, who must be induced to regard themselves as educators, not just as employees who "only work here" -- not just roomers and boarders within the halls of ivy, but members of the institutional family.

We shall depend more heavily on student help, as

internes and as allies, as is being done already at Miami University and elsewhere.

We must rely more on the student himself. This is a do-it-yourself age in areas once specialized, such as the carpenters' and painters' once were. Even if doing-it-yourself means that it is badly done, wasteful of time and of material, it certainly is cheaper in terms of money, and more democratic. Former Governor Julius Heil, of Wisconsin, to the contrary -- "I thought that I could run the state like my business, efficiently. But you can't do that in a democracy" -- there are compensating values in the development of self-reliance.

This may be one way of escaping the educational straight jacket (which was the Western Personnel Institute's theme last fall). Close down the factory and stop turning out marbles. Depend on erosion -- Nature's way -- and note that the pebbles Nature makes are not all well-rounded, but that some are elliptical. And then see how the marbles roll. Or to put it in more familiar terms, how the ball bounces, remembering that at least one national sport largely depends on the bounce of an elliptical ball for its challenge to the players and its appeal to the spectators.

President Charles W. Cole, in his latest report to the trustees of Amherst College stated:

"With too few teachers, we are going to have to turn the students loose -- put them on their own -- leave them even to find their way through difficulties.

"For in essence, education is not something that is done for a student or to a student. It is no laying on of hands, no putting on of robes, no pouring in of information.

"Education is what the student does for himself in the way of developing his own powers. Teachers can help; so can a curriculum and an atmosphere of devotion to things of the mind. But ultimately the problem is utterly the student's."

We may find that laissez-faire will work as well in the 20th century as the 18th century hoped, and that do-it-yourself built-ins in the mind are actually built-in stabilizers. That students will mature, no matter what. That the sun will still rise, even if we have a shortage of cocks to crow.

More likely we shall find that as pressures build up, in numbers of students and within each student, in an increasingly competitive situation, the services of experienced and perceptive men and women on our staffs will be needed no less than now, and will be appreciated even more.

Our second responsibility, not separable from our concern for students, is to our own institutions. Here again personnel deans, like the presidents, are responsible for the entire college or university, not for just one school or department or course. We are general officers, not confined to one branch or to a single activity. We are, or should be, contributing to institutional unity in our concern for the ultimate best interests of student and staff and school, and for the goals of education itself in a society like ours.

Academic deans have authority which we cannot touch and should not covet. We have responsibility for student and institution which they need and on which they must depend. It is the same with our relationships with the business managers. There is an interdependence for all of us in which it matters not at all who has the authority, but in which it matters very much that problems are defined, that policies are set forth, and that jobs get done.

This is the area in which mutuality of concern is most obvious, and at the same time most imperfectly translated into cooperative attitudes and joint undertakings. So that here Mr. Barnard's third factor, persuasion, becomes relevant. Our administrative and teaching colleagues share, or must be led to share, our concern for students and institution. The word is led, if need be, not driven. The instrument is the tongue, not the whip; the means is logic, not edict. Persuasion in an area of shared responsibility, not authority.

The academic climate is not generally hospitable to empire builders. Even when they are successful at it. Or, possibly, an alternative way to put it is that usually little love is lost between empire builders. Or, that even empire builders, if we have them, appreciate objective and understanding assistance in handling their subjects' difficulties.

Candor in recognizing institutional needs and individual student difficulties, unselfish helpfulness in coping with them, and modesty and forgetfulness once they have been resolved, go a long way to establish the kind of climate in which the arts of persuasion can flourish.

In this connection, previous NASPA executive committees have discussed establishing a new standing committee, on Relationships with the Academic Deans. I do not see precisely how such a committee could help me with my relationships on my own campus, which are excellent, I think, nor can I see clearly how it could help me if they were not good. But inability to predict a committee's findings, in advance of its deliberations, is not a good reason for not appointing a committee. On the contrary.

Suppose a committee were appointed, and proved no more helpful to us with our academic deans than in our skepticism we expect? This would be no loss. But if it should prove helpful, even for one campus, that one campus would be a better place for a student to be.

We may have committees with no problems (after this Conference I'm going to try to find one, and climb aboard). But we should have no problem without a committee. This last sentence is double-edged, but it means what I want it to mean -- that we should try to join forces with the other deans for our common good and the good of our institutions. Mutual responsibility is the principle involved, and the committee is at its poorest an excellent device for sharing responsibility. The place to start with any problem is with "Look, we've got a problem. What'll we do?" And, lo, a committee is in operation, *de facto*. Let us have a Committee on Relationships with the Academic Deans, *de iure*, and officially.

How else to do the best we can for our institutions, with what we have and what we can devise, will be a recurring subject of discussion here this week.

In the third place is our responsibility to our profession -- to our colleagues, and to NASPA. In the third place because that is where more immediately pressing demands force it to be. To us as administrators and counselors there is nothing impending about this comfortable old tidal wave we're in. We take a few minutes now and then for NASPA, a half-day on occasion, and even part of a week once a year for the Conference. But only a few of us -- Fred Turner, John Hocutt, Arno Nowotny, for example -- give more than a very little time to NASPA. This is one of our major characteristics as an association without a secretariat.

To the clinicians, the technicians, the theoreticians, we are like Cephalus, in Plato's Republic -- the elderly judge in whose home Socrates and the young men were discussing Justice

and the affairs of the State, who listened with interest for a few minutes, and then excused himself because he had to go down to the market place to determine policy, and dispense justice. They could talk; he had the responsibility -- and little time for reflection.

A year ago you entrusted me with the stewardship for our Association. For the next few days, we have taken time for reflection. Hence the balance of this address should be a report of the stewardship, an aid to reflection.

There are more than a score of other associations in our fields, overlapping NASPA, or contributory to the resolution of our problems. Why is it that NASPA seems to hold our loyalty, win our affection, take first place in our hearts?

Probably no one answer will serve for all of us. The parable of the blind man and the elephant, except that we are not blind, or do not think we are, and that NASPA is no elephant, is a very effective parallel. (Laughter)

We may remember the fellowship at Gatlinburg, or the lights of San Francisco from the Berkeley hills, or the session with Governor Huey Long at Baton Rouge, or the way Fred Turner and Jim Findlay took a newly born dean of men into their councils at Albuquerque. We all are forever grateful to have been privileged to know Scotty Goodnight and Shorty Nowotny and Don Gardner.

Some of us remember General Hildring, at Urbana in the first war year. More of us will recall Harvard's psychiatric team, at Colorado Springs et sequitur. Too few here tonight heard Joe Park's students' radio script, "A Day in the Life of a Dean," at Columbus, Ohio, but those who did will never forget it, or the way those students felt about their dean.

For some of us it's our story tellers -- Bill Tate, Ed Cloyd, George Davis (how can I find any place to stop a listing of NASPA story-tellers?) -- humorous, human, with philosophical overtones, counter pointed with wisdom.

Every man's list would be different. In part. Every man's list would begin and end with the unassuming friendship of warm-hearted men who have faced our trials and dilemmas, who freely shared their experience with us. This is looking at NASPA from the inside.

Another look at NASPA was taken last year by two very bright and highly perceptive outsiders -- Ruth Barry and Beverly Wolf -- in "Modern Issues in Guidance-Personnel Work," a fascinating and stimulating book. (Columbia University Teachers College Publication.) I have been tempted to quote page after page from it, and this address would be better if I had yielded. Certainly their book should be ranked number one in any priority list for your next free weekend. No weekend featuring their book could possibly be referred to as a lost one.

Referring to us elsewhere as "extremely able" men, they appraise NASPA (and they appraise NAWDC and ACPA too) in these paragraphs:

"This association began when six deans of men met in 1919 to discuss their common problems in working with college students. Following a second meeting 1920, the participants organized the National Association of Deans and Advisers of Men and it was known by that name until 1951, when it became the National Association of Student Personnel Administrators. As its original name indicates, the Association was limited to men, but the reorganization that changed the name of the Association also opened it to qualified women, although to date no women have attended the meetings." [This is an error which should be brought to their attention.]

"Membership in the Association is by institution rather than by individual, so that the current membership of 272 [it is now 297] is not an accurate estimate of the number of men who participate in its meetings or support its activities. Membership has grown steadily in the last twenty-five years and has more than doubled in the last ten. The membership list of the Association includes many of the top personnel administrators throughout the country and its meetings provide many of these men their only contact with a national guidance-personnel association.

"In its early days the Association stressed the role of the dean of men, but gradually it has expanded its interests to include many aspects of college personnel work, emphasizing particularly the administrative phases and the relation of personnel work to the educational program. Although the members approach most questions from an administrative point of view, they have not neglected developments in counseling and group work and other areas that contribute to their programs.

"The National Association of Student Personnel Administrators has been somewhat readier to meet changing times and conditions than have the other associations. When the position of dean of men was threatened by the trend toward centralization, the Association took steps to insure the continuance of its members in high-ranking personnel position. When the increasing size of the Association made the old style of meeting unwieldy and unrepresentative, the members revamped their convention procedures. When training of personnel workers became a paramount concern, one commission of the Association secured support from a foundation and began a series of seminars for administrators. The members of the National Association of Student Personnel Administrators have attempted to keep their activities up to date.

"In light of their many accomplishments it is almost paradoxical that the members of the National Association of Student Personnel Administrators have consistently prevented their Association from assuming leadership in the field of college personnel work. The Association has always been exclusive and isolationist. Only once has it met with the others. Although it has sent representatives to other meetings, did take some cognizance of the Council of Guidance and Personnel Associations, and does have members who also belong to the other organizations, its relationships with the other guidance-personnel associations have been tenuous at best. The Proceedings of the Association are relatively obscure and difficult to obtain, so that many of its activities are unknown to other guidance-personnel workers. Since many members of the Association are leading personnel administrators of the country, this defaulting of leadership means that many active personnel workers are not contributing their knowledge and experience to the total development of guidance-personnel work.

"The issues emerging from a study of the National Association of Student Personnel Administrators center around its present progressiveness and its traditional isolationism. The Association has begun to examine and to experiment with new approaches to phases of personnel work through special commissions on training, evaluation, and relationship of personnel work to the social sciences. And yet some of these commissions show signs of bogging down before their work is really under way. The Association, therefore, faces the problem of maintaining the progressive course outlined in 1951. Can it continue to be progressive in comparative isolation from the other associations? Can or should the

Association attempt to influence the other associations along similar lines?

"Far more serious for the guidance-personnel field is the default of leadership traditional with the National Association of Student Personnel Administrators. Only a few of its members are prominent in the American Personnel and Guidance Association. This lack of participation in the largest and best known of the guidance-personnel associations would not matter if the members of the National Association of Student Personnel Administrators were willing to offer leadership to the field through their own association, but such is not the case. The results have been that college personnel work is not adequately and fairly represented in the American Personnel and Guidance Association, the one association having the potentiality for securing national attention, and that its view tends to be lost in a welter of others.

"Hence several questions about leadership confront the members of the National Association of Student Personnel Administrators: Can and should they assume some of the leadership responsibilities in college personnel work on the national level? Can and should they exert leadership through their own Association, through another association, or through some totally different channel? And because the assumption of leadership would necessarily mean at least a partial cessation of isolation from the other guidance-personnel associations, these questions raise another, Can the National Association of Student Personnel Administrators continue to serve its members if it ceases its isolationism?"

Drs. Barry and Wolf will find little disposition to disagree among these men and women assembled here, and a good deal of appreciation for having asked the questions they ask.

These and related matters have been in our minds for some time. For several years our Commission I on Professional Relationships, when I was chairman and under the more recent leadership of Wes Lloyd and Don Winbigler, has been suggesting -- with what we trust has proved to be diplomatic deliberateness -- that an exploratory conference be held by representatives of NASPA, ACPA, NAWDC, and AACRAO.

I am happy to be able to tell you that twice during this past year -- at an informal breakfast session at the time



of the Western Personnel Institute meetings in Pasadena last fall, and three times at an official level two weeks ago at the St. Louis APGA conference -- we have been able to meet with representatives of these other three associations.

NASPA played a primus inter pares role in proposing the St. Louis meeting, first at Pasadena and later when Wes Lloyd and Bill Blaesser prepared the call, which I quote here for your information:

"It seems evident that increasingly significant problems in the student personnel field will stem from dynamic growth of higher education in the years immediately ahead. If the various professional organizations in this field are to serve students more effectively they should be more acutely aware of the major ways in which related professional organizations might proceed in achieving individual and mutual goals.

"In clarification of the primary objectives of the meeting, it is proposed:

1. That no consideration be given to inter-organizational federation of any type.
2. That primary concern will center on those problems and developments which are of deep concern and interest to all of the participating associations for the purpose of:
  - (a) Identifying the most pressing issues and problems in the college student personnel field, particularly those of long-range import and those accentuated by curricular and enrollment complexities.
  - (b) Developing working agreements among the professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead.

It is assumed that apart from any specific projects stemming from 2 (a) or 2 (b), regular communication among the professional organizations would likely result in improved conditions and services that affect the educational and personal welfare of students."

All participants seemed to feel that the St. Louis discussions were successful, long over-due and that their associations should plan for annual meetings just like these first ones. They agreed on an exchange of information between editors, and they drew up a list of problems of varying degrees of difficulty on which some or all of our associations might work together for our mutual benefit. The report of Commission I, later this week, will cover this more fully, and will include some additional recommendations of great importance for the future of NASPA.

Also of major importance in our stewardship is the work of the other Commissions and Committees. They vary from year to year in significance and in the extent of their activities, as workable pro tem solutions are reached, as the pattern of pressures shifts -- from war to post-war to what we have now, for example -- and with the differences in interests of the presidents and Executive Committees who appoint and confirm their chairmen and members.

Most of this year's Commissions and committees were appointed before the end of the 1957 academic year, and several had begun to operate before the summer holidays. Progress reports were requested for the consideration of the Executive Committee at its November meeting, at the time of the National Interfraternity Conference. Three committees were appointed in January, in areas of concern which could be treated adequately without correspondence, at sessions scheduled for this afternoon.

Major assignments were given to Commission V, Relationships with the Social Sciences, in connection with the Conference itself; to Commission I, as described above; and to a re-organized Committee on Scholarships and Financial Aids; a new charge was given the Committee on Student Discipline; and Commission III, the Development and Training of Student Personnel Administrators, winding up the series of regional workshops which have contributed so greatly to the growth of our profession, underwent a fission or spin-off operation which created a new Commission VIII, Research Projects, from its Advisory Board, to develop new programs and advise as to the financing of them.

There are several recommendations which your president and officers for this year wish to make to you and to our successors as NASPA enters the years of maturity, the years beyond forty.

President-Ambassador James B. Conant, writing for last November's Atlantic Monthly about comparative "Education in the

Western World" said, "Asking whether European schools are better than schools in the United States is like asking a comparative anatomist whether a whale is a better mammal than an elephant." And that, "History shows that, except under conditions of duress brought about by external forces, schools and colleges have developed gradually in different parts of the world in response to a variety of different conditions. They are a product of society they serve and they also influence the future of this society. Reformers who have sought to change education have had to be content with minor alterations or else have had to devote a life-time to their task."

As it is with colleges, the world over, so it is with nations (here speaks the political scientist in me), and so it is with associations like NASPA. The years ahead of us must grow out of what we are today as the product of the years of development behind us. We are what we are because of what we have been, and whatever we may come to be is inevitably conditioned by what we are.

We began NADAM by sharing problems at annual meetings, we developed commission and association machinery and our own devices and traditions over the years, and what we do now must be built on what we now have.

One of the rocks on which we have built, and on which we now stand, is the result of the service of a few dedicated members, who devote varying fractions of their time year after year to the affairs of NASPA.

The continuing secretaryship-editorship of Fred Turner is the first and major example. Our placement services have been developed in the same way by Arno Nowotny. Last year John Hocutt undertook to provide a continuity and to shoulder a major burden on the same basis, as Convention Chairman. As your first fortunate president under this arrangement I can only guess at what he has saved me -- and the estimate is awesome.

We have no permanent staff, no secretariat, separate from our own members. This makes for homogeneity, and for economy, and sets an example for all the rest of us as officers, as chairmen, and as members. Moreover, this is in reality the genius of true democracy and the spirit of genuine association. And probably it is one of the generating sources of the loyalty we feel for and our willingness to serve NASPA.

We now need, and I recommend this for your consideration, to find one or possibly two men like these, devoted to

NASPA and to the profession which we serve, to be entrusted with continuing responsibility in two new areas -- as Director of Research and Publication, or as Directors for each of these.

Several of us voiced our thoughts about this need at the Western Personnel Institute meeting last November, and helped to phrase a resolution adopted then and forwarded to the Carnegie Corporation on November 14. It read:

"We have long known of an increasingly critical need to increase the professional effectiveness of college faculty and staff members who work directly with students. These student personnel workers should learn of successful research in all relevant fields and of outstandingly successful programs on specific campuses. They should read significant articles and addresses in the current literature. But they are handicapped for lack of time to accomplish this for themselves alone. Furthermore, the rise of enrollments brings the prospect of having to enlist in student personnel services faculty members trained in other fields and staff members who are new to the work. These new workers, too, will need help in maintaining and raising the level of their professional competence. An authoritative national publication serving all phases of student personnel work would be an effective and practical means of meeting these needs.

"The Academic Council of the Western Personnel Institute supports the presentation to the Carnegie Corporation of an account of the need for the publication described above, and the seeking of support for it on a one-year experimental basis, and, if successful, sufficient additional support to launch it as an effective national publication. We pledge our whole-hearted cooperation in the carrying out of this project."

If WPI's project is approved, we should cooperate to the fullest extent. If it is not, the need is still with us and still pressing, and we should be prepared to work with WPI and other associations to meet it. In any event, whether avenues of cooperative effort open up ahead of us or not, the technique of shared responsibility which NASPA has developed points the way in which NASPA should move -- we need an additional dedicated dean, or two, to focus our attention and our efforts on needed research, and the development of a publication about it.

Your Executive Committee has this past year acquired information on the printing costs for such a publication -- probably between \$3500 and \$4500 per year for three issues -- and made some other exploratory inquiries. It is clear that such a publication could be financed only by a) raising our income from dues substantially, or b) securing foundation funds, or c) cooperative participation in the WPI proposal or something similar to it. I recommend, strongly, the third alternative.

These matters we shall refer to our new officers, with our best wishes, and with a pledge to help, in the best NASPA tradition, in any way we can.

I have one more suggestion to make, from which I completely disassociate the members of the Executive Committee. This is my own, and mine alone, and it grows from my experience in deaning, my responsibility for students, and a charge to me from my academic deans concerning the institutional calendar. I propose for your consideration a multi-lateral reform of the calendar, with a meteorological appendix:

1) A 36 hour day for deans, to enable us to get caught up with our work; 2) a variable weekend to catch us up with ourselves, a four-day weekend for deans, but a 30-minute weekend for students; (laughter) and so that moderation shall prevail and all of our ways shall be the ways of peace, that henceforth 3) all rain shall be scheduled daily, or rather nightly, from 10:30 p.m. to 5:00 a.m. and at no other time. (Laughter) This simple suggestion, if adopted, would go far to solve our staff problems, raise the institutional gpa, and answer Sputnik. (Laughter)

Now for a more serious personal word: Some of us here tonight remember men like Stanley Coulter and Tommy Arkle Clark; more have been privileged to know men like Vic Moore and Joe Park; most of us have been fortunate enough to have heard and known other wise men cast in different but no less heroic molds. In the next three days we all shall have a chance to learn again why NASPA holds the loyalty of so many of us -- to renew friendships with men as great and as good as these legendary deans -- and to meet for the first time new deans who 40 years from now will be our senior statesmen, tested and found true in the trials of NASPA's Years After Forty.

As we pass this particular milestone, let me charge us with remembering that civilized society is pluralistic, and that in the diversity of their development free men find their strength; but that the ideals which move us as men, and the objectives which

concern us as educators, and the goals which we hope for for our students -- which are embodied in the very existence of our college and universities -- unify student, dean, and teacher in our daily work.

In this mutual effort of ours, choices are seldom clear-cut; rarely must we choose either one thing, or another -- usually by ingenuity and resourcefulness we can multiply choices; by taking thought, and sharing problems, we can create new alternatives.

With objectives which are student centered, in campus environments in which student and institutional concerns are shared with our instructing and administrative colleagues, with responsibility paramount and only with so much authority as grows naturally from the clarity with which we can see and the effectiveness with which we can help, we should find the years ahead of us as useful, as rewarding, and as richly honored as have been the olden, golden years gone by. (Prolonged applause)

CHAIRMAN SHAFFER: Don had done a good job kicking the ball. It is in the air. As he emphasized so well in there, it depends on each and every one of us to make this Conference a successful one. So catch the ball and run with it. Whether or not we have been isolationists, or whether we have abdicated every responsibility for leadership elsewhere, I do not know. One thing I do know, that for those who attend the Conference, the tradition is very clear. I think the product is well known. By our mutual efforts we intend to make this mutually beneficial.

While Don was speaking, I figured out it is costing our institutions and other sources of wealth for each of us over \$60,000.00 to assemble here for the next three days, and this is quite a conservative estimate, based on any university's salaries. (Laughter)

Now let us agree: We are all either experts, or not experts, one or the other, and do not waste time and effort impressing each other for the first three days, as so often happens when we get together. Let us start out right from the beginning and pitch in and share ideas, and ask questions.

John Hocutt, would you stand up and take a bow as Program Chairman? And his assistant, "Jack" McKenzie, will you stand up? (Applause as each arose) These two gentlemen have done a real job in trying to plan a program where you

get less "talking to" and more participation than in the typical program.

However, it will be your fault as individual participants if you go to these sessions and sit there waiting for these brilliant isolationists and abdicators of responsibility to fill you with wisdom.

One word more. We have always been a friendly group, and we plead guilty I think to this charge that we are a personalized group. We are rather proud of this fact. And in this sense, I want to personally -- I know I speak for all the members of the Executive Committee -- welcome all of you who wear the green ribbons. This obviously derives from the freshmen green in a way, but it is a ribbon of distinction, because you are the bosses here. Again, it is an aid to the old and faltering deans who are not quite sure whether they met you at previous conventions or not, so they know if you do not have a ribbon on they have met you, and if you do have a ribbon on, they will greet you. But in this convention everyone speaks to everyone else. In the dining room, join the table and start talking shop or anything else you want to, but start talking. Deans are known for that.

The other ribbons -- blues and reds, and I do not know what other colors we are sporting here today, depending on the exchequer here, whatever we could afford -- signify service to some extent. The President informs me that the purple ones are outside our Association. (Laughter) But these ribbons mean that if you do not know something -- and heaven knows, the wearers of the ribbons may not know the answer either, but they will sure find out for you, or with you. So if you do not know something, ask, which is what we tell freshmen. This is what we will tell to every dean assembled here.

Now it has been a particularly fortuitous circumstance that we have two groups associated with the alcoholic beverage industry meeting here today. (Laughter) One group controls it from the wholesalers, and we control it from the consumers' end. (Laughter) If you don't like our fare, then you join that group, and vice versa. (Laughter)

We have been thinking of maybe somehow or other getting into the lobbying phase of the other group. I don't know about that, because I understand they have quite a lobby there.

At nine o'clock tonight we have the second main session of the program, and I mean that. It is a primary session. It is for getting acquainted and sharing ideas, meeting old friends, lining up sessions you want to attend in the next few days, maybe making appointments with people you want to talk with about particular problems or programs.

This nine o'clock session will be in Convention Hall. I will not try to tell you the detailed way to get there yet, because I have not really figured out the instructions that were given to me, but the general idea is you walk through places. (Laughter)

There is a sign out in the lobby, and I am sure there will be some "old goats" as our students say, "who will lead us sheep," and we will get there without any trouble.

Will you women please meet at the speaker's table, and you can clean up whatever we have failed to do while we were here; and the men can be adjourned. (Applause)

... The Conference recessed at eight-twenty o'clock ...

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## MONDAY MORNING SESSION

April 14, 1958

The Conference reconvened at nine-twenty o'clock, Dean Donald M. DuShane, President of NASPA, presiding.

PRESIDENT DuSHANE: We are getting under way a little late this morning for understandable reasons. I will use my new gavel. I have asked Bob Strozier, today's speaker, who will be introduced to you later (as if that were necessary) to give his full address, and we will cut whatever time is necessary to cut from the meetings which follow this address. It will be considerably better to stop those discussions while they are still active, than to curtail what we are going to have in this first session.

However, there will be a short business meeting immediately after Strozier's address, and some half dozen announcements.

This morning I would like to introduce to you another man who needs no introduction (this is an easy task), Jack Stibbs, former President. Jack is going to take over the microphone. (Applause)

DEAN JOHN H. STIBBS (Tulane University): Thank you, Don. Bob, Members of the Association, and our Guests: The officers of the Association were kind to invite me to introduce the keynote speaker, and I heartily welcome the opportunity.

For those few of you who do not happen to know Bob Strozier, and as a refresher for the rest of us, I would simply like to give a fast summary of President Strozier's professional experience, and in this way introduce him.

Bob is a Georgia boy, a graduate of Emory University. For some few years, he was Assistant Dean of Men at Georgia, under the great Bill Tate. Then Bob Strozier went to Chicago for graduate work, took the degree of Doctor of Philosophy in his special field of French literature, and then returned to the student personnel work and became Assistant Dean of students at Chicago under Larry Kimpton; then the very next year -- that is 11 years ago -- became the dean of students at the University of Chicago.

Bob distinguished himself during this eleven year period in many different ways. I suppose he became perhaps

the most effective of a series of great Deans of Students at the University of Chicago, which included Chancellor Kimpton himself at one time, Mr. Brumbaugh, who went on to be a University President.

Certainly I know this, that Bob became the most exciting and colorful Dean of Students that the University of Chicago ever had, and I know those of you who know him agree with me.

One thing he did, he consolidated the position at Chicago and made it a position, a major administrative post at Chicago, equivalent to the other positions of Vice Chancellor on the campus. In addition, Bob became, for both Chancellor Hutchins and Kimpton, a kind of roving ambassador, going around the country explaining the Chicago idea of higher education, and he went from Chicago to Miami, and Chicago to New Orleans, I am happy to say, on a couple of wonderful occasions.

Another significant thing that Bob did is that he became the first chairman of the selection committee for the Lafayette Scholarships. You may know that the Lafayette Scholarships have just been established, and the first students from France are here in this country this year, the Lafayette scholarship being a kind of reverse Rhodes scholarship, bringing the French students not to just one school, but to many schools in this country. Bob is still on the board, although he has given the chairmanship of the selection committee up to the president of Columbia University.

I think one remarkable thing that Bob did, he continued his work in French, and I was amazed last year when I happened to make a trip to Pakistan for the Ford Foundation, I came back through Paris, and I was with a mutual friend of ours, Roger Keyes, who is the Executive Director of the International Association of Universities. Roger had attended all three of the lectures which Bob gave at the Sorbonne on the French writer Balzac. Roger said it was one of the finest series of lectures and was received with great applause by the bigwigs at the great French university, listening to a man from our country talking about one of the leading figures in their own literature.

Another thing Bob has done, he has made a tremendous acquaintanship. Wherever I went and talked about the University of Chicago -- for instance, one day I happened to be at lunch with the administrative officers of the Philippine Women's University. A number of them had gone to Chicago, and who did

they want to talk about, Hutchins or Kimpton? No, they wanted to talk about Bob Strozier. (Laughter)

Last summer Dean Bob Strozier was named President of the Florida State University, and several of us this fall attended his inauguration, and I want you to know how proud we all were, if I can speak for the rest of us who were there, to see one of our colleagues in NASPA go on to take the head position at an important institution.

Two of us there, Don Gardner and I, both run the academic ceremonies at our own universities, and we are a couple of cynics anyway I guess, and we expected to be bored stiff with the whole proceedings, but I can tell you that we came out feeling that we have never been so completely engaged in our lives. You could have heard a pin drop during the ceremony that morning. The two important ingredients in the ceremony, of course, were Chancellor Kimpton's wonderful address, and Bob Strozier's statement.

We were especially proud of Bob's insistence -- courageous insistence -- on certain basic policies, basic attitudes which he offered as things that made a university really great.

As a result of this courageous statement, he has gotten himself into a little bit of hot water. It raised a storm down there, but he will ride it out safely, we know that.

From what I have said, I should like to have you gather that -- and this is particularly for the new members and guests -- that Bob Strozier is a person of long and profound experience in the work that we are so much interested in, that he has a great breadth of interest, is a person with conviction and courage, and a person for whom many, many of us have a deep personal affection.

Since on this topic I stand in danger of becoming, to coin a phrase, sentimental as hell, I will present our keynote speaker to you, Dr. Robert M. Strozier, former Dean of Students at the University of Chicago, Past President of NASPA, and President of the Florida State University. Bob. (Applause)

DOCTOR ROBERT M. STROZIER (President, Florida State University; "The Dean at Work -- and Play"): Thanks, Jack, for that more than generous introduction.

I have chosen the title, "The Dean at Work -- and Play," because all work and no play makes most jacks -- with Jack Stibbs as a notable exception -- dull boys.

It would have been more fun to return to NASPA just for the conviviality which has always abounded here, fortunately. I am reminded of the preacher who absconded with his church's funds, was apprehended and confronted by his board of deacons. When asked what he had done with the money, he replied that he had spent half of it on riotous living, but that he had wasted the other half. (Laughter) The Deacons were deliberating as to what to do with the preacher when one said, "Let's make him preach it out." (Laughter)

Since I am preaching it out, I trust you will forgive me for talking about the University which I am serving as president. Ten years ago the Florida State College for Women had 2,500 students. Today, the Florida State University comprises ten academic units, has 7,300 students with 350 more men than women.

What has happened is surely a miracle of the academic world. Quality and quantity have gone hand in hand in this extraordinary development, and we are presently faced with the challenge of making of this splendid institution a great university. It can and will be done. I am giving to it all my thoughts. Everything makes me think of the Florida State University these days, but even this preoccupation with my new job has not made me forget my old friends in NASPA. And I cannot escape the problems of the office of the Dean of Students even though Ross Oglesby, Don Loucks and several of their staff are here to participate in this conference. I told the faculty at the first meeting of the senate that I was looking forward to that call at 2:00 AM when I was told that all hell was popping on campus and I answered, "Call the Dean of Students," and turned over and went to sleep. (Laughter)

What is a dean of students and what is a student? We can not set up in Platonic fashion a standard for an ideal dean of students or an ideal student. Both are products of two forces bigger than they: 1. The society containing influential institutions beyond the college such as family and church, and 2. The college in which the faculty, administration and board really predetermine what kind of a guy the dean may be and what his relations to students may be.

In one sense we may say that a dean of students who

is in constant crisis in his relationships with his students is himself, personally, intellectually and emotionally in constant crisis; that any judgment a dean of students makes about his student-body really is a judgment of himself.

Perhaps a dean of students is not the one to describe a good student or a bad student. He probably feels elated about most students on some days and, on others, considers the majority of them young monsters. The morning that the college newspaper points out the inadequacies of the administration and of the dean more particularly, he wonders why it would not be better to have a training school in which young people were told what to do and say and were not inspired to be independent thinkers. In fact, it would be simpler. We ask our students to reason, to accept nothing at face value, to think of the best solutions to problems idealistically as well as practically. When they do just that, we are likely to recoil from the unpleasantness of their doing so.

We may say that a dean of students' critical, if not impossible task is to understand sensitively the tensions implicit in his society and college. For example, a dean of students who cannot understand and appreciate what the national pressure to produce scientists will mean to countless hundreds of pliable young people, is unfit. A dean of students who cannot react with understanding to the confusion and intellectual paralysis now gripping many college presidents who must continue to deal with public opinion during this "crisis" really is unfit too.

In a dean of students' relations with students a college really comes to the firing-line of all the national and international currents beating against the concept "higher education." This forum is no protected faculty meeting, no closed door session of the president and his staff. This forum is real. It is the forum through which a terrifying number of crucial judgments about the whole college are made.

What is a student? The thirst for knowledge is the essential ingredient, the ingredient which excludes from this charmed circle many persons who are registered and following courses in college.

We must also exclude the young dilettantes who are sent by their parents for a little polish or to pass the four awkward years between adolescence and physical maturity and vocation.

We must exclude the young intellectual who resents all organized society, who considers himself beyond and above his fellow students.

We must omit the person who has been so sheltered and disciplined in his youth that he is afraid to attack new ideas. If his father has decided that he will be a lawyer, he will be a lawyer although he would much prefer to study literature.

There are many who are real students. Nothing appeals to me more than a green freshman, and nothing less than one who considers himself sophisticated. Meeting eager youths every fall gives one the courage to go on, while visiting alumni groups is sometimes dispiriting. (Laughter)

Independence in students is, however, a subtle concept. We would be less than honest to suggest that private or public education in this country is completely independent. All education is fundamentally responsible to public opinion. Too often, alas, the educational institutions may follow rather than lead public opinion. Thus the basic concept that the college stands in loco parentis, a concept which I accept, may be mistaken to mean that we should continue to treat as adolescents young men and women whom we should be assisting to become mature citizens.

The tension between complete freedom and responsibility calls upon the talents and training of the personnel administrator. The very fact that we accept a responsibility to help students to maturity differentiates our institutions from most of those in other countries where this responsibility is not considered within the province of the university.

Since colleges have assumed this role, then the dean at work is faced with every kind of problem. To take as an example the health of students, he may be asked to decide whether student health should offer care of the teeth of students, the refraction of their eyes, psychoanalysis for the disturbed, or if not psychoanalysis, how much psychiatric care, where psychologists may be used instead of psychiatrists, whether Christian Scientists should be exempt from preventive medicine or from any health rules of the university, how much hospitalization is to be allowed, what is to be done with the foreign student who proves to be tubercular after he has arrived on scholarship for two years, whether the suspected homosexual should be immediately separated from the student body or given

therapy and on and on. Solomon's decision about the mother of a baby seems relatively simple. (Laughter)

The dean at work flounders in frustration unless he, in cooperation with the administration of the school, has determined with imaginative precision and preceptive logic his role in the total life and organization of the university. It requires no prophetic vision to observe that many deans spend time and energy with problems which are external to the actual administration of their offices. The reason for this imbalance may lie with the administration which views the dean's duties as external to the arterial system of the institution.

He may be viewed as the major-domo of a side show while others in the school carry on inside the big top. He may operate a glorified lost and found department, attempting to gather together all the loose threads of miscellaneous offices which somehow find their way into an educational institution. Or he may be the morale officer, the one who is supposed to be present and calm in time of crisis -- need I say that there are always crises -- and avert disaster as well as damage to institutional property.

For the best interests of the dean and of the institution, there must be some basic assumptions: 1. That the educational institution has solved or is solving its real problem, that of the aim and destiny of the institution; 2. That the dean is an integral part of the administration of the school where there obtains an equilibrium of forces similar to what the economist calls "perfect competition;" 3. That there are clearly established services for students, which are grouped under the dean and his staff with adequate authority to grapple with them.

We workers in the vineyard have long recognized these as basic principles and have attempted to educate the presidents, when they are educable, of the necessity of accepting them. Many of the presidents accept them in what is often lightly called "principle" and then with omniscience and omnipotence, render decisions which negate the very basis on which the dean is working. These, gentlemen, are occupational hazards in your work, and so long as vanity and lack of guts remain human frailties, there is not much hope for presidents. (Laughter) The smart dean is one who can make a polite no sound like hell no, so that it does not occur to the student, parent or patron to go to the president anyway. (Laughter)

I have the distinct premonition from all the present talk about the teachers' colleges and their soft curricula that the dean may be working in new fields before too long, that is, attempting to save from the inquiring minds of the profane, those things which we have worked so long to establish. The satellite program both here and in Russia has caused a kind of uneasiness on the part of the general public concerning the schools. It is needless to recount today for this enlightened group what they have been saying about life adjustment courses in the high schools and colleges. Unfortunately a good bit of it is true.

Those who did not understand John Dewey and who sought to follow his principles without his wisdom have brought some strange dishes to the educational table. Too often we find a meal with hors d'oeuvres, salads and desserts but no meat and potatoes (we Southerners would say rice). As a professor of romance languages, I have been impressed by the statistics published everywhere on the study of foreign languages both here and abroad. To learn that eight thousand Americans are studying Russian while millions of Russians are studying English is a sobering thought.

It pleases our vanity to know that English is considered so important, but we are aware that the Russians are not studying our language in order to understand the subtleties of Hamlet or to join the millions who have secretly enjoyed Peyton Place. (Laughter) Their aims are obviously to advance their own interests. I should wish that all our students know well one foreign language, first for its aesthetic values, but also for its use in understanding better our own language. That there are practical uses for a foreign language in business and in diplomacy is obvious, yet this is an area of study that has been increasingly reduced in high schools and colleges.

The science and mathematics areas have, however, been the center of the discussion, although some strange characters in the educational world have given lip service to the humanities and the social sciences in the endless discussions and papers on the subject of sputnik.

These, however, are not our prime concern this morning. We must foresee where these discussions inevitably lead. When John Dewey's statue has finally been removed and Don Bestor is proclaimed king, then the "personnel point of view" may be the subject of additional scrutiny, both by deans and others. The



crucial thing now is not how the dean of students may be viewed by others, but how he professionally looks at himself. The interesting question, the answer to which deans of students jolly well better think about, is whether or not there really is an incompatibility between Don Bestor's position and the "personnel point of view."

Like most educators, we are prone to prolixity and to vagueness about our objectives, as well as the means of accomplishing them. We often are guilty of busy work when important needs are neglected. And the very jargon we use often obfuscates instead of clarifying.

The dean whose administration includes responsibility for academic counseling now must reconsider his whole apparatus. The substantive question now raised is whether the crucial academic counseling should take place at the junior or senior high school level rather than at the undergraduate level.

For the dean whose administration does not include academic counseling, a somewhat different challenge is presented: how can he continue to administer the extracurriculum and his other services during this time of re-examination without establishing some new relationship between his own enterprise and the academic side of student life?

On the assumption that it is cricket to plagiarize oneself, I should like to repeat some remarks from my report to NASPA of 1954, as they embody principles to which I stoutly adhere:

"Administrators at all levels have a difficult role in the academic community. An administrator is supposed to get things done. But too often I fear we become so absorbed in doing things, that we lose sight of the primary objectives of the college or university. Sometimes we act too much like corporation executives rather than like teachers. We must be both. Too rarely do we combine in ourselves the necessary ingredients of scholarship and administrative ability. Yet an administrator who has no claim to scholarship cannot act with poise and security in an educational environment. Neither the technical jargon we have developed in our fields, nor the slick techniques we sometimes take for panaceas, can replace the qualification of sound academic training. The issue is much broader than the mere achievement of academic respectability. Respectability in the academic community is a vague concept,

too often used to conceal qualities unbecoming to those who teach. Competence, not respectability, is the issue.

"My concern is not for top administrators, but for those who make the wheels turn, lest they become little more than stokers at the intellectual furnace. The main business of the college is teaching, and that of a university both teaching and research. These solid facts we should never forget. Education does not end in the classroom; it begins there, and the educational process should permeate the whole life of the campus. The residence halls, the extra-curriculum, the sports programs, the publications, all should be an integral part of the educative process -- but they are only a part, and let's face it, the second part. The classroom remains the core of our enterprise. The college could go on without the extra-curriculum. The curriculum is indispensable.

"The educational values of the extra-curriculum cannot be realized unless we understand, and are closely allied with the curriculum itself -- unless the force of our work is felt and favorably received by the members of the academic community who are solely academic in their interests and pursuits."

The dean at play is something else again. Many of them are astonishingly convivial once they leave their own little work orbits and are seen whirling in outer space. (Laughter) Some of these same men are stuffed shirts on their own campuses.

We all get tired of administration. We become excessively tired when we drone on day after day, convinced of the necessity of our presence at all times, unable to delegate responsibility, and smug in the belief in our own ability to solve problems alone.

The ability of an administrator to recruit a first-class staff and to delegate authority is the true test of his effectiveness. The dean should be able not only to spend some time in quiet reflection about his problems, but also to play, with the assurance that he will be called when there is a real crisis which demands his particular authority. Some of the most tiresome administrators are those who pride themselves on never taking a vacation. They may snatch a weekend here or perhaps a week there, but they are always about, sure that their physical presence is sufficient to calm the president, impress

the faculty and suggest to the trustees that they are the real backbone of the institution and naturally vastly unappreciated and underpaid.

Every dean should have at least one month of consecutive vacation. During the first week he will unwind; during the second he will begin to realize that the other administrators also have problems, and that the tempest in his own staff between the assistant dean and the director is not as important as it seemed when he was on campus; during the remainder of the time he will have a vacation and gain some perspective on the problems of his campus. Many of them are, after all, quite trivial.

All the other virtues of the dean take second place to his naturalness and sincerity with his staff and with the students. The trustees and the president can be fooled with busy work and sometimes with insincerity; even the staff is, at times, taken in, but the students, never. They seem to have a sixth sense which accurately gauges the extent of your sincerity, and they have their own methods of rejecting you when you fail them. They are understanding of human frailty but never of the slick answer, assumed piety, false dignity, or phony comradeship.

The dean who seeks their approbation by the "Just call me, Jim" method is heading for real trouble. The students want your friendship, but they don't want you to be their pal. They want to respect you, but for what you are, not for what you would like to think of yourself. They are not displeased to know you can also play, provided you are not a delayed adolescent who cannot find your place with your peers.

In my eleven years as Dean of Students at the University of Chicago I had a taste of everything, and when I say everything I mean everything, and when I say taste I don't mean just liquid refreshments. At times the taste seemed to be a sea of troubles in which I was swimming without direction, like the lost air pilot who said boastfully that he did not know where he was going but that he was making good time. I hope that these years mellowed me some and gave me some wisdom which will help me in my new position. I feel sure that they gave me a fuller comprehension of the role of the dean. And now, as the president of a university, I find that I expect nothing of my dean but that he perform with unobtrusive perfection.  
(Laughter and prolonged applause)

PRESIDENT DU SHANE: First, some announcements.

... Conference announcements ...

PRESIDENT DU SHANE: The deadline for material to be submitted to the Resolutions Committee has been set for two o'clock tomorrow, Tuesday. The Chairman of the Resolutions Committee is Bob Bates.

The first business session, unscheduled on the program, will now convene.

Yesterday the Executive Committee passed unanimously a recommendation for a constitutional amendment. This was discussed by the Executive Committee, and the Committee on Nominations and Place a year ago and had been discussed somewhat less formally in preceding years. The unanimous motion yesterday leads to my bringing this to you now. The proposed constitutional amendment is that we establish a new office of President-Designate, who will take office the following year as President.

If this amendment is approved by you this morning, the Committee on Nominations will not only nominate a President for the year beginning the middle of this week, but will designate his successor who will then sit as a member of the Executive Committee during this coming year and will assume office one year hence. This moves up the selection of a President by one year and enables the President to get a running start on the business of the Association in the year for which he is responsible.

Do I see a member of the Executive Committee who could move adoption of this amendment?

DEAN SHAFFER: I so move.

DEAN BALDWIN: I second the motion.

PRESIDENT DU SHANE: Is there discussion? Hearing none, I will put the vote. It requires a two-thirds vote of the Conference to amend the constitution. It may be done at any business session at the annual Conference. All those in favor signify by saying "aye." Opposed. It is carried.

The members of the Committee on Nominations and Place will take note of this change in the constitution and the change in their responsibilities at this Conference.

The next sessions are due to start in about twelve to fifteen minutes in rooms all conveniently located at the rear of the convention hall, or across the passageway, or in this room. We are on time now and have ample time for those meetings.

... Announcements ...

PRESIDENT DU SHANE: This first session is adjourned, with expressions from me -- unnecessary in view of your applause -- to the speaker this morning for his grace, his charm, and his good judgment.

... The Conference recessed at ten o'clock ...

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## MONDAY AFTERNOON SESSION

April 14, 1958

The Luncheon and Third General Session of the Conference convened at twelve-thirty o'clock, Dean Noble B. Hendrix, University of Miami, presiding.

CHAIRMAN HENDRIX: This Third General Session of this year's Conference is called to order. Our comrade, Dean Gilbert MacDonald of Northeastern University, will pronounce the invocation.

DEAN GILBERT G. MacDONALD (Northeastern University): Our Heavenly Father, in this moment of reverent silence, we acknowledge Thee as the source of all wisdom.

Guide us in Thy truth in such a way that our intelligence shall be safeguarded by our integrity, and our powers by worthy purpose. Keep us steadfast in the things that cannot be shaken, and open our hearts to the opportunities for service to our fellow men. Lead us to a better understanding of the task to which we shall devote ourselves both today and in the days to come.

We give thanks for the friendships and bonds of common interest that unite us here.

In Thy Holy Name, we pray.

... Luncheon was served ...

CHAIRMAN HENDRIX: Ladies and Gentlemen, I hope that all of you, or most of you have been served, and those who have not completed dessert, we trust that you will go right ahead, but we have some friends we wish to introduce to you at this time.

On my extreme left is Mr. Arthur Hitchcock, Executive Secretary of the American Personnel and Guidance Association. All of us know of the very close and strong feeling between these two organizations working from different viewpoints, perhaps largely in some parts at least, in the same field. Mr. Hitchcock, we are delighted to have you here representing your organization, and for yourself. Will you please stand?  
(Applause as he arose)

On my extreme right we have the President of the National Interfraternity Conference, an organization which has worked to further the ideals of this Association in their own work with the national fraternities and with the chapters on our campus. We are particularly glad to have President Houston Karnes of the National Interfraternity Conference with us, and we hope that he will take a minute to give us a word of greeting. (Applause)

MR. HOUSTON T. KARNES (Chairman, National Interfraternity Conference): Thank you, Dean Hendrix. Ladies, Members of NASPA: It is indeed a pleasure and an honor to be with you at your luncheon today. I appreciate a great deal the invitation which was extended to me to represent NIC on this occasion.

This is the second one of your meetings that I have attended. I was with you at Purdue three years ago, I believe, representing Herbert Brown, chairman at that time, who was unable to attend. I am very happy that plans worked out so that I could be with you on this occasion.

I always enjoy meeting with men in your field. I think you are doing a great work and a most important work. I am always happy to be with you, because I feel some of the greatest men in the country and educators are members of this organization.

NIC of course is tied in closely with you in your work. I appreciate the fact that fraternities are only a small part of your campus activities; nevertheless, it is an important part and we in NIC are anxious on every occasion to cooperate with you thoroughly and help you in any way possible. So I trust all of you will use us when you need us, work with us, advise with us, and let us in our work try to do the best job of which we are capable.

The meeting next year of the NIC will be held in Atlanta, Georgia. I imagine some of you have already heard about it. We are making great plans for that meeting. We are planning to have another dinner meeting with the Deans of Men and the Fraternity Executive Secretaries. We will go back to the dinner meeting this year. We think maybe a dinner meeting might be more successful and more enjoyable for everyone. I think that is going to be on Thursday night, which is December 4, I believe, but you will receive information on that later.

Again, it is nice to be with you. I appreciate the opportunity you have given me to speak to you these few minutes.

Thank you. (Applause)

CHAIRMAN HENDRIX: Now we come to a part of this program that gives me considerable fear. I suppose the American people are not unique in all respects, but I think they are in this one, that if you call a meeting, you may be sure there will be from two score to four hundred people who will come with announcements to be made at that meeting. So I have fear that I will offend some of my friends when I get to these announcements.

I fear that we have friends visiting us from other professional organizations whom I may inadvertently pass over and not present, and I have some fear that you may be bored with some of the things which I am presenting to you.

It helps me a little bit to look out into the audience and see the ladies here. You remember W. S. Gilbert's line that "when a man is afraid, a beautiful maid is a cheering sight to see." I think he underestimated, or I should say, I think he overestimated the matter of the maiden aspect of that situation. (Laughter)

Now we have visiting with us -- and I hope these friends of ours will rise and be recognized by you -- Associate Dean Leo Dowling of the University of Indiana, who is representing here the National Association of Foreign Student Advisers. Will Dean Dowling rise? (Applause as he arose)

Mr. Norman Crawford, Scholarship Director of the National Merit Scholarship Association. I hope Mr. Crawford will rise. (Applause as he arose)

Here is one I especially take pleasure in presenting, Mr. Ray Farabee, President of the U. S. National Student Association. Mr. Farabee. (Applause as he arose)

Mr. Harold Jordan, Director, Indiana Memorial Union, representing the Association of College Unions. Will Mr. Jordan rise. (Applause as he arose)

Mr. Charles Harrell, Registrar of Indiana University, representing the American Association of Collegiate Registrars and Admissions Officers. Mr. Harrell. (Applause as he arose)

Mr. Joseph Charles Glose, Regional Director of Higher Education, representing the Jesuit Educational Association. (Applause as he arose)



These are the guests whose names I had for presentation to you.

... Conference announcements ...

CHAIRMAN HENDRIX: I believe this about gets us down to the main business, other than the luncheon, that we had for this session. I have no business trying to interfere with the functions of Glen Nygreen, who is going to introduce our speaker to us, but I cannot pass without saying one or two things here.

The administration of Don DuShane, which is drawing to a close, had as one of its major objectives that it would attempt to reactivate a direction which this Association had in its early days, and attempt to consciously send efforts back into the fields of social scientists and the scholars in these fields, to attempt to bring to this organization a renewal of old insights, a projection of insights based on the newer discoveries and knowledges in these fields.

This meeting today, the program of which has been given to Commission V of NASPA, is directed in line with this program. We have great hopes for it. We have asked Glen Nygreen to introduce the speaker today. Glen needs no statement about his work in our field to those who have been associated with NASPA over any period of time. But for those who come to us with the green ribbons of the freshmen this year, it may be appropriate to say that Glen serves as Chairman of Commission V in this field. Glen has been very active with the National Interfraternity Conference and is serving as educational adviser. He was involved in the early days also with at least a partial connection in the development of the work of the National Student Association.

He is an assistant professor of sociology in the institution which he serves as Dean of Students. So it is with particular pleasure that I ask him to come to present to us today the speaker who is in part the culmination of one of the major plans of your administration which has served you this year. Glen. (Applause)

DEAN NYGREEN: Men and Women of NASPA, Ladies and Gentlemen: I cannot resist this opportunity to ask your indulgence for a moment to commend to you, those of you particularly who work with fraternities and sororities on your campuses the opportunity you have these next two days to get better acquainted with the chairman of the NIC, Dr. Houston Karnes. I

should like to add to the introduction which Dean Hendrix gave him, that he serves as professor in the department of mathematics at Louisiana State University, as chairman of their faculty committee on student organizations, and that his experience in our field has been extensive, having served twice in positions as Dean of men.

What I want to say is that he has given to the Interfraternity Conference this year a kind of forward looking perspicacious leadership which it has long needed, and I know some of you have been greatly concerned about what have been some of the directions that that organization has taken. I know he will be most happy and anxious to talk with you at your initiative during the next two days. He is a very approachable person, and I urge you to seek him out.

As Chairman of Commission V, the Commission on Relationships with the Social Sciences -- which we are going to ask you at the business meeting tomorrow, among other things, to authorize the change in title, to the Committee on Relationships with the Behavioral Sciences -- it is my privilege and pleasure to present to you a person who is an acknowledged expert in his field of sociology and social psychology.

Commission V proceeds from these two articles of faith and I state them only briefly by means of introducing the material Dr. Cuber will present to us. We believe that student personnel workers and administrators are educators. We are teachers as much in our duties with students and colleagues on the campus as though we were in the class rooms. We see ourselves not as service managers, as so much of the literature in this field might seem to imply.

The second article of faith is that our natural area of intellectual concern is with the behavioral sciences. From these we feel we have much to learn, and it is with ways and means to further facilitate this that you will act upon tomorrow on the recommendations this Commission will offer.

Our belief is that we as student personnel administrators have much to contribute to the behavioral sciences in our own right, as well as much to learn from them.

To present to you some basic information under the title "What do we know about college students?" we have invited today Dr. John Cuber, professor of sociology at Ohio State University, known to many of us from his wide-ranging interests.

He is a prolific author, a teacher, a researcher, a counsellor. Dr. Cuber is a native of the mid-west, a graduate of Michigan College, with a Ph.D from the University of Michigan.

He has directed marital counselling clinics, acted as juvenile court referee, and has many other wide ranging intellectual concerns. He has just completed a most stimulating and provocative report for the air force on predicting the success of pilots before they enter their training -- perhaps one of the most successful of these studies that has yet been attempted.

I present him to you as a person known on his campus as a stimulating class room teacher, as a faithful and dependable colleague of the student personnel administrators, as a gentleman you will be proud to know, and from whom you have much to learn, Dr. John Cuber. (Applause)

DR. JOHN CUBER (Professor of Sociology, Ohio State University; "What Do We Know About College Students?"): When they say things like that about you, you wait for the pall bearers to carry you out. I am not quite ready for that.

I appreciate Glen's generosity in his introductory remarks, but I am chastened by the fact that I am well buttressed by a committee of various and sundry deans from the University of Ohio, all of whom know better, and will see to it that I develop no illusions of grandeur, I am sure, from these very kind remarks.

The assignment for today is in a considerable measure an "assignment." This is not a topic of my choosing but is an attempt as faithfully as possible to carry out the most detailed assignment I have ever received from a sponsoring group in connection with the presentation of an address.

I suppose if I were simply invited to come and talk to you about anything that occurred to me as being relevant, I would have chosen a somewhat different topic. I am sure it would not have been as appropriate a one, and I am sure I would not have put myself to as much work as my assignment put me to, but that is perhaps only an unimportant aside.

I want to stress, however, that this is in a real sense a term paper which I prepared to present to my class. Now I should not say "I." Throughout this paper I use the term "we," which is of course always the editorial prerogative.

A substantial amount -- well I should say "prodigious" amount of the searching of the materials which was done was not done by me, but was done by my wife, a very stimulating colleague in these matters, and so the "we" is not an editorial "we" but is really a statement of fact.

I do not enjoy the role of middle man, but if you will pardon just this one personal reference here now, I am the middle man. I find in this group, two sub-groups of people with whom I have had previous and close contact. One group, made up of people who have been my teachers and my deans when I was a student. I will not say that that was a quarter of a century ago -- in fact, over a quarter of a century -- because I have long since learned to respect people's feelings in these matters; but there is more than one person in that category here.

On the other end of the line, there are several people here who have been students of mine, and who already are various and sundry kinds of deans and what have you. Some of them rushed up to greet me this morning when they saw me in the lobby, and others found convenient retreats behind poles, and I can understand the behavior of both. (Laughter)

Now to our assignment. What do we know about the American college student, particularly the male student? I was under the misapprehension part of the time that you were more interested in men. That is something I always find hard to do, but I did it for the sake of the discipline involved. Anyway, what do we know about the college student?

The key word is "know," and it is in italics in the title, and underlined, and it is stressed herewith.

Why do I make so much of "knowing? Because the first point I want to make to you is that there are two kinds of knowing. The things that you and I with confidence say we know represent two distinct kinds of knowing.

The first kind of knowing is the informal, almost intuitive kind of acquisition of reliable knowledge in which we have confidence, which we develop just in the course of living. We know all sorts of things that we never read in books, and perhaps no one has ever taught us. At least we do not remember who or when or where, but we know them. We know them from our experience.

In that sense, I should not be making this speech. I should be listening to the speech made by some one of you,

because each of you in his practical day-to-day exercise of duty certainly has derived through this exercise of duty, a tremendous amount of reliable useful experience about the American college student; and particularly in certain areas you know a great deal more about it than any researcher could ever tell you.

But there is another kind of knowing, and that is the kind of knowing of science. It is a self-conscious seeking after what we call the truth, with a small "t". We do not wish to compete with the philosophers in this respect at all. An attempt to find out by methods that are objective, readily testable and certainly they must be replicable, what is and is not acceptable as the truth.

Needless to say, there are many dramatic examples in which the findings of these two, or at least the conclusions of these two kinds of searchings after the truth, have been disparate. Equally often (and this is must less dramatic) the conclusions of these two different procedures are the same, and they confirm one another. In a way, the scientist can never win. He attempts to test some hypothesis and if he finds the hypothesis is correct as stated, there will be plenty of people around who will say, "I told you so," and "Why did you spend \$20,000 to find it out?" If he finds the hypothesis is not correct, and we are not justified in having confidence in it, there are plenty of people who will stand around and say, "That's the trouble with science. They are always subversive anyway." You cannot win.

Even where you do, some wag -- I do not know his name, and it might have been a her -- wrote a review for Time of an outstanding sociological study a few years ago. He started out the review with this: "As any undergraduate will tell you, a sociologist is a man who is continually astounded by the commonplace." Well, he could have just as well substituted for sociologist, scientist.

So it seems to many people that the findings of a scientist somehow are much ago about that which you knew already. Or else he turns up something which is so completely incredible that you cannot have much faith in it anyway, and this is particularly true when you come to the behavioral sciences because there are always the ego involvements of the self with the findings. You work with students, and anything that is said about students, and almost anything I say I am sure will have friends and opponents.

I do not know who will be on which side, but there will be both sides, because the findings of science will please some of you, and they will make others of you terribly unhappy. "This just ain't so about these kids."

That is my first point then, that I acknowledge there are these two kinds of knowing. I am not at all concerned with this intuitive, informal kind of knowing. I leave that to you. My remarks will be solely based on the kinds of knowledge which have been derived by this self-conscious pursuit that characterizes the behavior sciences.

Now one more introductory and limiting comment. There are social scientists and social scientists. I am sure that this presentation today would be very different if you had chosen someone else, even though we both had access to the same materials. There is still the human creative element involved in what we do with it, what we think is important, and so on.

One main distinction that you will find amongst social scientists is that there is one breed, if you please, that is well, I would say from my point of view, somewhat more doctrinaire, somewhat more optimistic, much more sure that if we do not have the millennium yet at least we have a good firm grip on the fur of the tail.

Then there is the other kind, like me, who say, well we are making a beginning. We are learning some things that are useful, that are dependable, that we can have a great deal of confidence in, but we have a long way to go. And it sometimes takes the wisdom of a Solomon to sort the chaff from the wheat, but at least we have a product that we are sorting.

So undoubtedly had your Commission chosen the other kind of social scientist, you perhaps would have gotten a more confident, brave statement of this thing than you will from me, but perhaps you will think that I am more brave than the facts warrant, so I will say no more about it. But I did want to sort of come clean at the beginning as to what kind of a presentation you were going to get.

Now to a statement of the assignment, and how that assignment was carried out. As I understood it, and still do, the Commission which invited me desired a presentation of some of the more salient findings in the behavior sciences. For a definition, we will call that sociology, psychology, and the research aspects of psychiatry -- not the therapeutic treatment,

but the research work, which is an attempt at being scientific -- concerning college men; and some evaluation of these materials for the purpose of determining what Glen Nygreen aptly called in his letter to me, our limits of confidence in these data. You see, he is somewhat of the cloth, too. He uses the lingo, and I think he is quite right about this.

In other words, I shall not attempt to present to you an uncritical catalog of everything that every social scientist had to say in print about college students. I think that is just nonsense. I shall instead discuss only such findings as in my professional judgment -- putting it bluntly -- in my professional judgment are (a) solid enough to warrant your consideration; and (b) relevant enough to the kind of work you do that it will warrant your giving some time to them.

I wish explicitly to point out that it is impossible within the time we have, even for your whole meeting, to go into every study and all of the intricate details about the methodology to justify every conclusion drawn. It is simply impossible. I would simply have to turn you loose on a course -- in fact, even one course would not do it -- led by expert personnel, in order that you could say, well here is a study.

Just precisely how warranted are the conclusions from the data, and all these technical things which I assume you are not primarily concerned with at this moment? I am putting it very bluntly and immodestly. I am saying to you, presumably you thought I knew what I was doing in this field, and I will present to you those things which I think we are justified in having confidence in, and if you wish to pursue it, there is a bibliography attached.

To formalize our search, it was decided systematically to examine all the citations and Psychological Abstracts from the most recent volume back to at least 1952. Now, Psychological Abstracts abstracts all articles and books in 400 to 500 periodicals, covering all of the social sciences, as well as other peripheral fields. That is the best compendium that you could find.

Our reason for doing this was we did not want to miss anything. Now, here is where that "we" came in. The good wife did the search.

Among the literally thousands of researches reported therein, very, very few were found to be related to my assignment here.

We got discouraged with that. We could not find much. It came to our attention at that point, that the Mellon Foundation at Vassar College had been devoting considerable effort to an undertaking very similar to our own. I picked this up in a press release. Professor Mervin B. Freedman of that institution, made available to us unpublished materials, chief of which is a copy of an address which he delivered a month ago at the division of higher education at the NEA in Chicago, and other materials besides.

Freedman's search for materials yielded results much the same as ours did. He writes, "Surprisingly little attention" [and that is for sure] "has been devoted to formal research on the college population." In fact, he reports that he could find only eighteen articles, and you know how professors write. He could find only eighteen articles between the years 1946 and 1958 while there of course has been a plethora of articles on old age, child development, adolescence, and everything else.

This may strike some of you as incredible, because you know how social scientists turn out reams of stuff, and you say this cannot be true. Well, the point is that so much of the work that social scientists do used college students as subjects. One wag defined college studies as a scientific study of college sophomores. They used the students as guinea pigs on the supposition that they represent some other population, that they are males or females, or intelligent, or neurotic, or heaven knows what, but they are used as guinea pigs presumably representative of the general population.

But studies of college students as college students have been very, very few. But perhaps they have made up in quality what they have lacked in quantity. I do not know.

Going on with Freedman, he says, probably the most comprehensive study of the values of college students" -- and the way he defined values it includes a great deal -- "is that of Philip E. Jacob of the Hazen Foundation, published in his book 'Changing Values in College,' published in 1956."

Some other surprisingly good stuff, however, was turned up, and some of the best of which, in our opinion, is Freedman's own work at Vassar, which we will talk about in a minute.

I had an interesting little aside here which I think I will share with you. About the first thing that happened as I



arrived here this morning, as I got into an informal group having coffee, including one man who is, I gather although he did not so indentify himself, a trained psychologist. At least he talked the lingo and he knew his way around. The subject of the Hazen Foundation came up, and he pointed out that he recently had written a paper, delivered a speech, entitled "Jacob's Folly."

Jacob is the author of the Hazen study which Freedman says is the best he could find, and I say it is the best I could find. So he and I quickly shared views and we concluded that perhaps though there is much to be desired in the technical aspects of the Jacob study it is still the best thing available on that particular subject, except for certain improvisations which I shall make subsequently.

So if some of you perhaps have read the book, or have had other technical advice about it, seemingly contrary with this, I hasten to say that whether something is good or bad sometimes depends only on the degree of precision which you are expecting, rather than as simply something being summarily not good or summarily good. I think this aside is really not an aside, and it should be an integral part of our presentation. So much for the preliminaries.

I present to you now what I would call a social science, or better, a behavior scientist's portrait of the American college student. This will be an incomplete portrait, and any of you who are artists, who have had any artistic training, know that any portrait is an incomplete portrait. It only includes those things which the artist was privileged to see, and two portraits of the same subject by two artists will not be identical.

While I do not qualify as an artist, I think that generalization applies to this particular thing.

First, disposition of the sociologists in a hurry. Being one, I think that is my prerogative. Sociologists use the term stratification. When they refer to the hierarchical patterns of social status which characterizes every community, everywhere, invidious distinctions are made, categories are set up and people are given different privileges and different degrees of esteem and power, presumably based on what category they go in. Phrases like the "working class," "white collar," "upper uppers," and so on, are evidence that these differences are real and that people do in fact operate in terms of them.

What do we know then about where, in this configuration

of differential status and privilege and power, American college students come from? They come from America, of course, but where more precisely?

Despite the prevailing ethic of the colleges that they are democratic, that they provide a ladder of upward ascent for anybody willing and able to take the treatment, the cardinal fact remains that American college students are drawn very unequally from the various classes in the American community.

Havemann and West in "They Went To College" present ample statistical evidence which is essentially substantiated by other studies, such as Havighurst and Loeb, "Who Shall Be Educated?" and many others.

For example, six per cent of Americans old enough to have a college education have one. One-third of the present college population comes from homes in which one or more parent usually of course the father, is a college graduate. Putting this more tersely, one-third of our college student body comes from one sixteenth of the national body.

Now what about the other two-thirds? Are they not the intellectual cream of the crop? Emphatically again, they are not. The most effective way I know to demonstrate this statistically is as follows. Suppose that you wish to predict who from a given community would go to college, and that you had access to all of the details of the student's high school record -- that is, everything, extracurricular activities, grades, intelligence tests, aptitude tests, everything that you had available -- and you also knew the student's father's occupation. If you used high school grades, intelligence and achievement test scores, extracurricular activities and the like, you would be less accurate in your prediction than if you instead simply used the father's occupation and ignored intelligence and all other factors altogether. That does not mean that you would not miss sometimes in your prediction, but you would miss less often if you predicted from the father's occupation than from intelligence or anything else.

If you took the foregoing things together, you are confronted with two disillusionments -- and here my values show, and I do not mind -- I am confronted with two disillusionments, and I suspect you share them.

First, colleges are democratic in a way we do not like, and we are aristocratic in a way we are not proud of.

If we had this reversed we would be happier, and I think most of you would.

In other words, if we could truly feel that we had a distinctive population in college, that they were really the most able Americans who in some way had been selected out for this advanced education -- since we are all educators, as we have just been told -- we would say, we do not want to be democratic; we want to be aristocratic. We want to get the best and do the most for them. I think also we would do better if it did not matter so much what a father's occupation was, and if we could draw them from anywhere where talent was found. Actually, you see, our values are essentially opposite from what the facts are. There is nothing you can do about this, I suppose, immediately.

I think that such things as the National Merit Scholarships are working in the direction of correcting one of these things. I doubt whether these figures will be true if this system is in operation, say, ten years even. Probably even its imprint is there already. But movements of that sort are working in the right direction, and I hope they work rapidly.

Well, I also wrote this, which perhaps I will share with you: "Better, it seems to me, and so far as I know to almost every educator and responsible citizen, if colleges were more democratic in getting recruits from every segment of society where talent appeared, and less democratic in having to accept so much dubious talent and doubtful interest, and doubtful willingness to work, but coming from the right classes.

Whether we like it or not, however, this is the situation, and it has a profound and obvious affect upon what and how much we can accomplish with students.

So much for that question of where they come from.

More important perhaps than where the student comes from is what is he like, and how much can we change him? What is his image of himself, of his college, of his peers, of his current and adult responsibilities, his future, his own ambitions?

Here we shall draw, except where stated otherwise, on the Hazen Foundation research. I cannot stress too strongly that these are not isolated findings confined to this one study. In fact, I shall only discuss with you those findings

which have been confirmed by other studies. One of the weaknesses of social science research, I might as well tell you if you do not already know, is that we have not been at this business long enough and we have had too much of an itch to be different all the time, and not enough of our studies have been replicated, that is, done over enough times, before conclusions are offered.

The natural scientists have it all over us in that respect. They hardly ever announce any results until the experiment has been done a number of times and under varying conditions with usual kinds of controls. That is not true in social science to nearly that same degree, and so I thought it would be helpful here if I would not bother you with findings that have not been replicated by other studies. So even though I say this is based upon the Hazen Foundation research, I cannot put in all the footnotes, but take it on faith that I am telling you the truth, that these are in fact confirmed findings.

Also I want to point out to you that the Hazen materials which I am presenting to you are characteristic of student populations which range in the neighborhood of 80 per cent. In other words, if we say that x is true of the college student, we do not mean it is just true of 51 per cent, but it is true of 80 per cent or more which really, I think, involves a pretty high level of confidence in this stuff.

There is other stuff in Jacobs that is not so well established, and I am not going to talk about that. Jacobs says that the dominant characteristic -- and I will not trouble you here by throwing in all the quotes. Some of this is Jacob and some is mine, but to avoid distraction, I will not read the quotes. He says that the dominant characteristic of the American college student is that he is gloriously contented with himself, his world and his future. That is his phrase.

This does not mean that students are without anxiety about such matters as their military service, grades, marriage, relations with their parents, sex, and religion. He means that his research studies have found that contemporary students, unlike those of the 1930's, to be essentially optimistic about the world and their place in it, and by comparison -- now, this is my comparison -- nobody knows how much anxiety you ought to have, but by comparison they are relatively free from commitment to causes, for or against anything, and have no particular interest in a world basically different than the one they currently find.

Moreover, he finds them to be "unabashedly self-centered." I have to give you the quote on that. This expression too needs definition. It does not mean what it sounds like. He means that students' aspirations relate chiefly to what they can acquire in the way of material things and prestige, and psychological advantage for themselves and their immediate associates, family and friends.

Now these stand in sharp contrast to students of other societies or of our own society in another generation, who too a much greater extent saw their own fortunes tied up with social and political events, with religious movements and again with causes. In other words, their predecessors, many of whom are sitting around here now, had a much more collectivistic view apparently of where the good life is going to come from for them and for other people, and in that sense of the word, our students typically tend to take for granted that these larger things will take care of themselves, and they try to find their way in terms of sort of the little primary group values somehow getting preserved in the scheme of things.

This is virtually the same point that is made by Gillespie and Allport, "Youths' Outlook on the Future," 1955, except that they use the term "privatism" to characterize this philosophy.

Now students, they found, identified themselves primarily with private worlds. Again self, family, friends and at most their local community. Perhaps this explains what many observers have called the trend toward conservatism, and away from the earlier liberalism which was reported by Freedman and others concerning earlier student populations. Current students appear more politically conservative, whereas I think they may be chiefly politically disinterested, and disinterested because their primary orientation is to the little group that they have, and that they expect to have in the future. It is again self, family, friends and so on, where they feel their real values will somehow be consummated.

I am speculating here as to why. I do not know. It is just a thought to interpret the findings which are pretty solid, apparently. I did not know how solid they were until I looked into this myself.

Now another speculation: Does this seeming contentment come really from feelings of contentment or from disillusionment? Sometimes students, you know, will tell you that. I found no formal study to answer that question, but it is an

interesting speculation. I think you can make an "aprioric" case for it, but I promised you I would not do that.

Now what do these students think about college really? You know, you have to be tough to take this one. This probably breaks down into two questions. Why did they come? What do they expect to get out of it?

Now, basing their findings on a sample of 9,000, which is considered to be a representative sample of American college students, Havemann and West, "They Went to College," 1952, concludes -- and brace yourself for this one -- "college has become at least partly a social habit. It is the thing to do, and practically every parent who can afford it tries to give it to his children. The motives can range from pure dedication to the same kind of motive that makes some people buy a bigger TV screen than his neighbor. There must be thousands of parents who if pressed would admit that they firmly believe college to be a complete waste of time, yet who are afraid not to send their children to the college. There are thousands of youngsters entering college every year who approach the campus in much the same spirit as if saying, 'I don't believe there is anything here, but just in case there is, I don't want to miss it.'"

I think that finding -- I mean, I state it instead of as a statistic in a summary statement, but they have data there, and I think that has an important bearing on some of the problems which we typically face. To a rather striking degree, the implications of this study are confirmed by others, in fact by all which we have found who tackled this problem.

In Jacob's words, "They set great stock by college, but not for the reasons that the faculty thinks the college exists for." In other words, not primarily for intellectual endeavor in the traditional sense, but instead for two other reasons which stand out clearly. One is vocational preparation or certification. They want to be something. You go to college to be a doctor; you go to college to get to be a CPA, and so on, or for social adjustment.

I suspect, and I am anticipating a little bit, that one of the Ph.D. dissertations that is being done under my direction at Ohio State, comparing what students want to get out of college in the various colleges of the University, comparing the commerce college students with the arts college students, say with the agricultural college students, and any

other comparisons we can make, and my guess is -- more than a guess, my preliminary examination of the data indicates that you get this in certain kinds of educational programs more than in others, but there is a great deal of it all over, that is, the vocational emphasis, and then this notion that "Well, you get to be smoother somehow if you have been to college, and being smooth is important."

Gillespie and Allport report that American students, in contrast to students from other countries -- their study was based on an intercultural comparison -- American college students are not interested in what these students call "developing their characters."

I tested this out just for fun on a group of students informally, and it rang true as a bell. Whatever they said they wanted to get out of college, nobody had the notion that somehow you get the college to develop some kind of discipline of yourself. Nobody had the remotest idea that this was something you got, whereas it was not at all an unusual kind of thing to say in my college days, for students to say or imply strongly that was one of the things they hoped to get.

Whether we are reaping the whirlwind of an adjustment psychology emphasis in the public schools, I do not know. That is another speculation.

Havemann and West report that in so far as students are motivated to get something from college, that motivation is either what they call strictly vocational or intrinsic to intellectual endeavor. By that phrase, they mean that a student will work and work hard in college, but he accomplishes these things for intrinsic reasons, such as to get into a sorority, to retain a scholarship, to make Phi Beta Kappa. I think the verbs are revealing here. Or maybe just to stay in school. With standards in some places being raised a little bit, sometimes it is a struggle for some of these people, from these over-privileged backgrounds, just to stay in. So it does not mean that they do not work and do not get something. It does not mean that they do not fulfill course requirements. They do. But the reason apparently is much more in their minds that they get these symbols called grades and point hour ratios and all the rest of this, because these represent the tickets of admission to the other things which are *prima facie* good.

In a way that is not basically different, you see, from the vocational emphasis, except that it is a prior kind of emphasis.

Freedman finds, when comparing the present generation of students with those of the thirties -- and he says that is a very dangerous thing because of the halo effect of the past, and he is pretty careful about this -- in the 1930's students were "more sharply differentiated from one another than is the case now."

Now this may be what some people have loosely called-- and I was cautioned not to talk about this, and I did not intend to except that I found that there is a research basis for it, and so I have to report it -- that this emphasis on conformity, which I used to think was just a cliché that came up and had no basis in fact, and is something that oldsters say about youngsters, you know, but apparently there is some basis in the data for saying that there is a different kind, or at least a more intense kind of conformity imprint upon the present college student than upon the college students of yesteryear, and these people have data to support it. I do not think that necessarily justifies the sweeping, "You know, all college students are alike," kind of statement you get; but apparently this is something new in the educational cauldron after all.

This suggestion Rieccman works a great deal. This is not statistical, and perhaps I should not talk about it, but one of the epoch making books of our generation (I think most social scientists will admit to this) is Rieccman's book, "The Lonely Crowd." I will not attempt to sketch the book except to say that Rieccman's thesis is that there is emerging in America atypical, almost standard kind of mind set with respect to standards of behavior and thought and action generally, and that is what he calls "the other directed personality which stands in contrast to two other types."

Now the other directed personality in a nutshell is the personality in which the person takes his cues for what is appropriate behavior for himself and for others that he can control, not from standards, from principles that have come down or exist in the present as we frequently think of them as we talk about morality and standards and so on, but rather from the judgments of peers. If it meets the acceptance of the peers, that is sufficient q.e.d.

Now it may be that even though Rieccman's research was not statistical that he sort of latched on to the same kind of generalization which these other people have found. At least it is strongly suggestive to me of such.



This has come now to what I call the students' troublesome behavior. This is a little tongue-in-cheek, but not too much. What has research told us about the college student and his troublesome behavior?

Present institutions of higher education, whether we like it or not, are not only educational institutions, but also custodial institutions, and they are expected by the community and specifically by parents, to be responsible somehow for exacting from students somewhat higher standards of personal conduct than we expect from the general community outside.

So this brings up the two troublesome questions of drinking and sex. Now what has research revealed about these?

First, on the subject of drinking we have the famous-- now I think we say famous -- book "Drinking in College," Strauss and Bacon, which you have all seen. The general finding of that study, and it was pretty carefully done, is this. One quote finishes the study, and it is this: "For the great majority of college students, drinking does not start in college. It does not take place within the college or college supervised places, and shows no collegiate pattern."

In other words, your college drinking problem is really no different from the drinking problem of the community outside. You have a few people to whom it is an acute problem. You find the great majority to whom it is no problem at all, either because they abstain, or because they participate in ways which present no problems to them or to anybody else. Of course, those few to whom it is a problem constitute, as you well know, an endless kind of continuing problem in public relations and otherwise for the college.

With respect to sexual behavior, if we may rely at all on the Kinsey report -- and I see no reason why we should not -- the upshot of the matter is that as far as sexual behavior is concerned, for any of the so-called outlets, to use an unfortunate term, I think the college student comes out more favorably in terms of the traditional moral standards of the community. That is, age for age, the college student is less sexually experienced than the non-college student, again I say of the same age; and the differences are significant statistically, and that applies to across the board as far as different kinds of behavior are concerned.

Yet, those of you who move at all in circles outside

of the academic community know that there is the prevailing opinion outside that with respect to drinking and sex the college students exert a very baleful influence on the community. I think this perhaps is a problem of public relations and not a problem of deaning or administration otherwise, and I am not an expert on public relations, and I leave that to the people trained on Madison Avenue, but I think we ought to do something more than we have up to now to sort of advise the community as to what the true state of the circumstances is. That does not mean we will not continue to have these problems of an outraged citizenship and parents, and what not, to deal with, and it does not mean that the troublesome people will not still be with us, but really the problem is not with the college community, but elsewhere.

Now I was going to discuss the findings with respect to religion. I think I will briefly. Some of you may be interested in that. You have all heard the popular cliché that a college education undermines the religious viewpoint of students upon whom family and church have worked fervently and successfully all their lives, until they get to college, and then the rug is pulled out from under them.

The evidence is, no, that is not what happens. There is very little religious viewpoint change in college. I accent the word "change." What happens in college is that students learn new words and learn formalized ways of saying and putting into words their doubts and their heresies, whereas previously they have them, and the non-college population has them too, but they do not have the fancy language with which to say them.

It is the fancy language with which to say them that gets them into trouble, and gets the colleges in trouble with respect to the religious seniors of the community who accuse us of these bad influences.

The evidence for a significant religious change in college is lacking in the research that has been done up until now, with very negligible exceptions. Again I think this is a problem in public relations rather than a problem in education.

Finally, it is time for two important, as they seem to me, conclusions: One is a sociological commonplace, and the other is an educational heresy.

The commonplace is simply this. Any segment of a

larger community, regardless of the fact that it is differentiated in some way from the larger community, will still manifest many, if not most, of the characteristics of the larger community. I might add too, that in a society of Madison Avenue, of television, of all of these other mass influences, that this is even more true.

You can differentiate a group because they have a different religion, or they go to college, or they are more intelligent, or something else. Yet they will manifest, in spite of this differentiation, many of the aspects of the larger community. A man indeed does not live a thing apart.

There is, in short, I believe, cogent argument against the singling out of college students for charges, as it sometimes is, of over-conformism, of anti- or unintellectualism, of materialism, or what have you. These are not characteristics of students. These are characteristics of the society, and I venture to say also of the university faculty. At least so, if compared with the faculty of a quarter of a century ago. It is unavoidable that despite the existence of institutional norms, which every effort is made to implement, that the institution will only be partially successful because of the, shall we say, contaminating influences of the larger community.

I do not think you are going to have an intellectually curious and otherwise mature student body if you do not have a society of that sort, although I suppose we should try and do as much as we can, but we should not be too discouraged where we cannot.

This is a problem also for the church, by the way, and the church is facing exactly the same kind of difficulty that the college is on this matter of standards.

Now to the educational heresy. This is really tongue-in-cheek. Professional educators and functionaries like ourselves tend to be more or less dedicated people, with firm convictions that our kind of institution, or our kind of educational philosophy, or our student-teacher ratio, or our curriculum, or what not, is clearly better than that of some other institution, and that our student body can be molded more effectively if we do this, rather than if we do that, in the educational world.

It would be going a little bit beyond the evidence to assert that none of these makes a difference. I would be also remiss in not pointing out that there is substantial evidence which casts a long shadow of doubt across our favorite convictions. The Mellon Foundation studies as well as others appear to show that "at lease in many colleges, the chief educational force is not the education of philosophy, or even the educational technique, but the student culture."

The Mellon Foundation goes on and says, "We contend in fact that this student culture is the prime educational force at work in the college for, as we shall see, assimilation into the student society is the foremost concern of the new student recruit. The scholastic and academic aims and processes of the college are in large measure transmitted to the incoming student not in the class room, but rather are mediated for him by the predominant student culture in informal ways."

Now, that is a heresy, and if the implications of that are true, if we want to have a distinctive college we should pick our students more carefully than we pick our faculties, since apparently they have more to do with it.

Now I said that was tongue-in-cheek, but not wholly. If these findings can be trusted, and I think they can, there is a serious lesson for us who are serious about college. Somehow we must find ways to implement through the manipulation, if you please -- I hate the word but I guess we have to use it -- of the student culture to these desirable ends.

We are not doing as much in the class room as we would like.

I end where I began. These are some of the findings of research. They are incomplete in two ways. Not all of the data has actually been studied. I could think of hundreds of things I would like to see done, but nobody has done them, and we have been selective even among the things that have been done.

Second, we acknowledge at the end, as we did in the beginning, that there is also reliable knowledge from sources other than formal research, but I interpret my assignment as being one in which I was asked to present to you the kind of findings which you might find stimulating when you compare your own intuitive judgments with the findings that have been brought out by someone using a tougher kind of methodology.

I thank you. (Prolonged applause)

CHAIRMAN HENDRIX: Let me express our gratitude to Dr. Cuber for coming to us and bringing us these very specific things. As I listened toward the end I began to feel myself comforted by the authoritative science which was backing up this and that and the other apriori judgment of my own. But before he finished I became conscious of the fact that perhaps we need a re-examination of what can be done to influence this student cultural blanket and environment that surrounds a new student coming in; and that of all the people in the University setup who admittedly from our side would have responsibility about this, if the older generation can do anything in this field, you must admit that in our work and in our assigned duties in our institutions, the faculty does not wish to take this away from us. They would be pleased perhaps to have some of your other functions, but they are not pressing to take this one. And he tells us this may well be the most significant of all.

Now my friends gave me some more announcements, and I am going to ask you to stay with me on this. I tried to be a little humorous about announcements, but you know that with all the diverse interests here, and all the diverse opportunities that are here, there must be some way to communicate so that the special groups may have an opportunity to get together.

... Conference announcements ...

CHAIRMAN HENDRIX: Since we are Americans, and since bigness enters into our thinking so often, you may be interested to know that we have registrants, as of noon today, at this convention of 305 and that, adding to this convention in many ways, 35 wives of members of the Association are here.

Now may I again return to the main theme. We are grateful to Dr. Cuber. We believe that he has brought us things that would be significant. We are hopeful that through the special effort this year the channel for the flow of co-operative inquiry and information and guidance may flow uninterrupted between the science which he represents and that operation which is in our hands, in order that we may have ever stronger and better material out of which to base our active work, and also hope that perhaps we can make a small contribution in his field. We are grateful to you, sir. This concludes our meeting.

... The Conference recessed at two-thirty o'clock ...

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## MONDAY EVENING SESSION

April 14, 1958

The Fourth General Session convened at eight-ten o'clock, Dean John F. McKenzie, Boston University, presiding.

CHAIRMAN McKENZIE: It is my privilege, gentlemen, to convene the Fourth General Session of our annual convention. I am particularly pleased tonight to have the opportunity to present this program to you in view of our recollection of last year's conference at Durham, when some of the young people so kindly consented to visit with us and give us the benefit of some of the insights that only they had.

Tonight we are privileged to have some young people from the surrounding area who have graciously agreed to visit with us and to help us in still another regard. I think you know that the impact of last year's program was significant. This is one of the reasons we decided to do something similar again this year.

So far as I am personally concerned, one of the keys to whatever success I may have had at different points along the line has been I think the ignorance that I have displayed in certain situations which has given me the key to acceptance on the part of some parents and some other people with whom I have had occasion to deal.

For instance, when I point out to them that I may have had some little degree of success in dealing with their boys and their young people, nevertheless, anyone, it does not matter who, has a good deal more success in dealing with my boys than I do, this seems to strike a responsive cord in most parents, because apparently they have encountered much the same thing.

It happens that I have two young fellows of my own, the elder of which is eleven years old, a blonde blue eyed youngster, rather good looking, and gives us really no trouble at all, and he obviously resembles his mother.

The other fellow is nine and he has dark brown curly hair and dark brown eyes, and he is a devil on wheels, and of course I don't have to tell you who he resembles.

We live in a small residential community where I am

relatively well known, being involved with the local PTA, school committees, and so on. Presuming that I know something about education and young people, the teachers and the folks involved in the community labor under the assumption that my sons are paragons of virtue, which of course they are not. One episode will serve to illustrate.

Last year the younger fellow, who has a great hankering for gadgets, uniforms and equipment, really raked at me until I finally bought him one of these bicycle padlocks. He took the thing to school. Well, shortly after he had done this we were sitting at the dinner table one night and the older fellow turned to the younger fellow and said, "Tom, why don't you tell daddy what happened to your padlock?"

Tom turned to him and said, "Never mind." Well, the older fellow had a good thing here, so he pursued it and said, "Go ahead, tell daddy about it." Tom said, "Why don't you mind your own business?"

This aroused my curiosity, so I probed the story a little bit, and he finally acknowledged that he had given the teacher his padlock. This didn't sound like my son. (Laughter) So a little investigation developed the fact that he had taken the thing to school and during recess he had gone out in the school yard with it. He spied a little girl in the second grade with one of these winter jackets with the little buttonholes on it. He pulled out the padlock, unsnapped it and slid it through the buttonhole. Then about ten feet away he spotted the teacher in the school yard with her back to him. She had on her coat and a full belt on it, and this lit a light upstairs. (Laughter) So he led the little girl over to the teacher by the padlock, and slipped it through the teacher's belt and snapped it. (Laughter)

The upshot of it was, of course, that Tom gave the teacher his padlock. (Laughter)

Some two months later, the last day of school came. Tom went to school and returned from school, and announced to his mother in very mournful tones about the unhappy lot of his poor teacher. She was left there all alone to pack away all the books, clean up the room and tidy it up on the following day. And so he was going over to school, even though school was all over, to help the teacher. Bright and early the next morning he got up and went off to school. At three o'clock he came home, and sure enough he had his padlock. (Laughter)

I am sure some of his colleagues in school could tell me a good deal more about him than certainly I know, and I think I know quite a good deal about him.

We have done something this evening that I personally have done in a somewhat similar vein with PTA meetings. I hit upon the idea of getting young people from other local communities and then veiling them in anonymity. I get a boy and girl from the sixth grade, and a boy and girl from the 8th grade, and a boy and girl from the senior grade in high school, and we set up a panel. The express purpose of the panel was to tell the parents and teachers exactly what they thought.

I brought these youngsters from another community. I did not identify the community they came from. I did not even identify them by name when we got to the meeting, so as to cloak them in this anonymity so they could really say what they thought. It was interesting to me the lengths at which the parents and the teachers in the communities from which these young people came, went to try to find out where they had been speaking, and more particularly what they had said.

You may be interested to know that they concluded, among other things -- and they considered some pretty profound questions -- that rock and roll was not here to stay. They further concluded that in spite of some of their very obvious faults, and they enumerated them, that not one of them, not a single one of them would exchange their parents for any other parents that they knew. Not so with their teachers, however. Many of these they would exchange quite readily, and they gave very explicit reasons why.

Well, this evening we are privileged to have with us some young people who Dean Roberts has selected as a result of a solicitation of the deans in the state of Indiana who submitted some nominations to him, and from this selections were made.

The young people we have, on my extreme right is a young man named Harry Nachtigal from nearby Anderson College. On his left is Mary Jean Anderson, from Evansville College. On my extreme left is Ed Whalen from Indiana University, and on his right is Lois Schumm from Ball State Teachers College.

I think I do not need to introduce to you Dean O. D. Roberts, who will tell you some more about these young people and about the way the program will proceed. Dean Roberts.  
(Applause)



DEAN O. D. ROBERTS (Moderator, Student Panel; Purdue University): It seems that the crop of story tellers in NASPA is destined to continue.

I wanted to tell you a little more about the plans we have for tonight, and then a little bit more about the panel members.

As John told you, we asked for recommendations from all of the member deans in the Indiana colleges and universities. They submitted names of some 14 or 15 young folks, and their various activities, and from that list we selected the four panel members who are present tonight.

We plan to have each of them speak rather briefly about some phase of student personnel work that has particularly impressed them -- positively or negatively. Despite the fact their deans are here, I am sure they will not be inhibited in any way. Following that, if any points have been raised which they care to comment upon among themselves, they will do so. We will also ask for participation from the floor. So if any of you gentlemen later have any questions you would like to raise, do not hesitate to do so.

On my far right, as John told you, is Harry Nachtigal from Cleveland, Ohio, a junior at Anderson College. He is president of the junior class, member of the student-faculty committee, on the president's planning board, member of the student council, a dormitory counsellor, vice president of a radio club, and also is a musician and travels with a trumpet trio during the summer.

Mary Jean Anderson is a junior at Evansville College. Her home is in Evansville, Indiana. She is majoring in secondary education, planning to teach business subjects. She is past president of Phi Mu Sorority, president of the Panhellenic Council, Secretary of the Women's Athletic Association; treasurer of student government, Who's Who among students, treasure of Angle Flight -- I did not ask her to explain this one to me.

Ed Whalen's home town is Terre Haute, Indiana, majoring in economics, a senior at Indiana University. He is president of the student body, and he is a member of the board of Eons, which is an advisory group to the president of the university. He is past president of the junior and sophomore classes, member of Blue Key, Phi Beta Kappa, Phi Eta Sigma,

and has held a number of scholarships at Indiana University.

Lois Schumm is a senior at Ball State Teachers College, from LaPorte, Indiana. She is president of the Panhellenic, also president of the Chi Omega; Association of Women's Residence Halls governing board; President, Sr. Women's Honorary; Secretary, Sigma Zeta; Kappa Delta Pi; Pi Lambda Theta; and freshman camp counsellor; and senior class vice president; faculty convocation committee, and so on and on. So I think you can see that they are well qualified from the standpoint of their activity areas to speak to you tonight. Harry Nachtigal will lead off.

MR. HARRY NACHTIGAL (Anderson College): Well, this whole area of student personnel services is certainly a very broad area. My interest lies quite a bit in the field of counseling, and one of the questions that we often hear on campus is: What am I going to do after college?

There is an illustration I heard once that means a lot to me. I thought it was pretty good. It says, "Where your life crosses a need in the world is the x that you belong." I think there is something there that is the place that we each belong, and it is the job of counsellors, guidance leaders, to help students find themselves, which is to find the place that they belong in this world.

Of course, there are many methods, and we all have different counseling programs at our schools. Students of course do counseling, faculty members, professional counselors, guidance leaders. Some of the ideas we have at our own school, Anderson College, I think probably came from need rather than from much of a planning setup, and consequently we have been trying lately to plan a definite program towards counselling.

Anderson is probably the smallest college represented on our panel, a college of about 1100. The counselling and discipline setup we have right now consists -- of course, we have academic advisers who are supposedly limited to counseling in the academic field. However, students go to just about any faculty member that they would feel they know and feel that they trust. That is another important item that we have all found as far as the methods and different phases of counseling, that the counselor has to have the trust of the counselee. Then we have student counselors in the dormitories.

We have one fellow on each floor of our dormitories as a student counselor, and his job is of course to help orient each of the new students, plus be able to work with any of the other students who may come to him.

Now as a plan, sometimes things do not work out exactly like they are set up, and I think that is one of the problems that we have found very much in the surveys we have taken.

The president of Anderson College has set up a President's Planning Commission, which Mr. Roberts mentioned, and there are many faculty and student sub-committees under this. It is a ten-year plan, and we are trying to take into consideration the growth and the problems that will come to our college over the next ten years.

So the sub-committee that I had the privilege of working on was dealing with counseling and discipline. One of the first projects that we undertook was to take a survey of all the students on our campus to see just what phases of our present counseling system they used and what they thought we should have.

I know that each of us of course are interested in what the students think. We found quite a few interesting things through our survey. I am afraid that many times we made errors in our actual survey. The students did the majority of the work for this particular survey, and none of us had much experience working with statistics. But one of the things we found out -- and it is a problem very acute in a small college -- is that the students felt the persons they counseled with, whether it be a faculty member or the head counselor, each time the majority said they felt the person was too busy. Of course, in a small college, we usually do not have the funds to support full time professional counselors or guidance workers, at least not to the extent that should be employed for the benefit of all the students.

Of course, there are many different methods that we have discussed for remedying this situation, either a lightened teaching load for the faculty -- I know that is in use in many colleges.

We took another survey of the different universities and colleges around this area, and that was a very prevalent method of trying to remedy this situation of there not being enough time. Well, if it is a faculty member, of course the

load of each faculty member is usually so heavy anyway that there is hardly enough time to do the kind of job that we know you would want to do in counseling, because it takes time as far as the actual counseling interview, follow up work, tests, and different things of that nature.

But we still are faced with the problem, and I do not have any particular solution myself as far as meeting this situation of needing full time professional workers in the field of counseling and guidance.

We have tried to set about to remedy the situation in another way in relation to our student counselors. To date, the student counselors have been selected by the head women's counselor and head men's counselor. This is a rather subjective selection, although sometimes that is the better method. We did not have any particular test or necessary qualifications, but on the decision of the head men or women's counselors different students were selected to be student counselors.

However, now we are trying to work out a plan whereby we can either in the first week of school when we have freshmen days and freshmen orientation to use this time, or at least a portion of this time, for the students to actually be studying some of the techniques of counseling, to be evaluating what the aim is of a student counselor, of counseling in particular, because I felt that has been one of our greatest needs; even though we have had student counselors, we have not exactly had a uniform idea of what the counselor is supposed to do. Is he just supposed to sit around his dormitory or wait for someone to come to him, and then try to meet his need, or is he supposed to be open to the needs of the school and see if he can step in, and not necessarily direct in counseling, but to be at the right place at the right time?

So we are trying to work out a method where we can have this development period right at the beginning of the year when, of course, freshmen need the guidance particularly in the first few days of their college life. This would be a good time, we feel, without studies hindering the counselors, that they could go ahead and really work with the administration in trying to evaluate the aims of counseling and how they can better work it out.

One of the things that I personally feel is very necessary in counseling, in any type of counseling work, is in addition to the techniques of counseling which are being

brought to the foreground more and more, there has to be that sincere interest and love of the student, that I think can really be felt. A counselor who has all of the know-how, certainly is not going to be able to make a student feel that he is really interested in him unless he actually is -- which, I might mention again, was another thing that was brought out with regard to counselors. The students felt they wanted a counselor who was very interested in them. Of course, that is understandable.

So we feel that the counselors having this time to study and being able to work together can develop this sense of interest in the welfare of individual students, but not so that they direct them, but so that they can help the student find where his life crosses a need in the world.

MISS MARY JEAN ANDERSON (Evansville College): The problem I would like to discuss -- I think it is the problem at most schools -- is do the administrators trust the students or treat them as mature people? Do you think of them more or less as high school children or maybe I am stepping on someone's toes, or maybe you disagree with me greatly, but I feel that you have to trust the students and treat them like adults.

I know at Evansville College, the main thing that I wanted to get out was the cut system. At Evansville College we have a variety in the cut system. In one department, whenever you cut a class you get one per cent taken off of your grade. In other departments the professors say that you can cut as often as you wish, as long as you take the tests and pass the courses.

In my experience, I would much rather go and listen to the professor who said that I could cut as often as I wanted to, but when they say I cannot cut, I want to cut so bad. It is really a challenge. It is more or less saying, be sure and cut. That is the way I feel about it.

I think that really if you trust the student, the student will respect you more and take a greater interest in your class, than if you tell them not to do something. I think that everyone here -- when someone tells you not to do something, you are going to do it just as sure as anything.

Also on that is the cheating angle. Why not trust the students and not stress the idea of cheating, of not cheating? Because as sure as you say, don't cheat, you are going to see it all over the class room.

Another idea I would like to bring up is the participation of the students in the student government. I know, I think the students should have a say on everything. They might not have the say on it, but at least be told, or explain everything to the students. I know we had word about different things, and not a very good explanation as far as the students were concerned. When you raise tuition, or something of that sort, why not have an explanation, and have the figures written down and explained to them, and let them have the feeling that they are mature people who can accept responsibilities, and who have a part in the campus, and make them feel a part of it.

MISS LOIS SCHUMM (Ball State Teachers College): In my short talk before we get into any questions, I would like to discuss the importance of individuality in the student personnel program.

Individuality does not mean the student needs to be a sore thumb sticking out in order to be an individual, but the point I wish to make is that the student, as far as student personnel work, should not go to this adviser or someone who is going to help him fit into the college community as such.

Now I am sure I am stepping on toes here, because that is probably the purpose, to have them fit into the college community. But the person needs to develop his individual qualities, and in developing them perhaps he will learn to live with the college community, but the first step is developing himself.

I hope that I am not misunderstood in this, because there are certainly people in our campus who believe one way, and people who believe another.

Another thing, the faculty members, those who are interested in the intellectual side of the person, need to get together with the people who are interested in the social side of people. Because in one day I had an interview in the morning -- this is personal, but in the morning I had an interview with a faculty member, and in the afternoon with the Dean of Women. In the morning I was told to cut out all these activities, because I had not done a thing in college yet, and I should begin doing something with myself if I wanted to get ahead in this life.

So then in the afternoon, I went to the Dean of Women and was told that certainly I wanted a well rounded education, which would be provided by this. (Laughter)

Well, the faculty person said that I had already had my well rounded education in my first two years, and my last two years should be spent on the intellectual side. I do have a feeling now that I am a senior that I could have spent a little more time on that intellectual side, although that is the point. The grades do not show it, but the mind does.  
(Laughter)

So that is a point that you need to work with your faculty rather than working and getting these people socialized. After all, we are in college to get socialized, but not completely. (Laughter)

Another example of what I am trying to get at: I was speaking with one of the women's residence hall directors. We were talking about personalities, junior class girls for this organization. I was getting her opinion about different people so that we could make selections.

I suggested this one girl's name. She just shrugged, she is not on a level with us; she is up in the clouds all the time. She is on her own, she is not a part. By far, this girl is probably the most outstanding girl in our residence hall, but she is, according to our women's director, she was not the type of person that she would like to chum around with. Well, perhaps she is not the type she would like to chum around with, but she certainly deserves a lot of credit for standing up and being an intellectual person, and being proud of it.

I know we are in the elementary -- I happen to be along the elementary line -- getting too much on this social side, and forgetting that we are learning something when we are in school.

So perhaps if those of you who are in student personnel could think along the lines of including and showing the student a well rounded program, maybe at your schools you do, and I am sure at our school we do too, but I just got into the wrong end one day. But do emphasize the importance of well roundedness, and show the student it is possible to have both, that it is very important to have intellectual achievement in a background for when you graduate.

MR. EDWARD WHALEN (Indiana University): As I was driving here this evening from Bloomington, I was thinking of all the things that students expect from the student personnel

services, and after thinking about it a long time, I came to the conclusion, I had better not enumerate them all, because I didn't want to discourage anyone this evening, and also the time would not allow it.

Probably at some time or another all of you have summed it up as "the moon is what they want." But I doubt if this is quite the case. At least for the sake of brevity this evening, I would like to limit the area of personnel administration to that which I am particularly interested in, and that is the student government activities or student organizational activities.

Although it is a hard thing to imagine at Indiana University, there are some universities or colleges, I have heard, that have antagonism existing between the student organizations and the administration. This is an unfortunate thing because undoubtedly it wastes the efforts, the energies expended of both groups, both the administration and the students, in warding off this antagonism.

I would make the statement that I am sure -- I would challenge anyone here to find a case in which responsible students were not working for the best interests of their educational institutions. And in this then, I would say that the ends of both the students and the administration are the same, and that is the betterment of the college institution.

However, for a number of reasons, oftentimes the students and the administration have different viewpoints on these matters. For one thing, and probably the principal thing, the administration has the responsibility. The responsibility has been delegated to it, and this is very explicit. I would say the students on the other hand desire responsibility, to have a say in university affairs, and because of this seeking, oftentimes perhaps they get somewhat out of line in their eagerness to participate.

With this difficulty in mind then, what are the different ways that these antagonisms can be avoided?

First of all, I would say that probably one of the major factors is perhaps one of the hardest to attain, and that is the personality of the personnel of the administration itself. In this line it is just merely the approach that the administration would have to the students.



Now understanding -- how congenial, and how accessible? I would say under this, one of the important factors is the factor of communication with the students, and the students with the administration. Probably misunderstandings are really not as important as they are made to be, but they often arise, and unless these are cleared up antagonisms will inevitably result.

Also I think the students desire consideration of the administration, and by this I would say that first of all, students are sensitive to one of their primary disadvantages, and that is that they are only at the university a relatively short period of time, for only four years, whereas the administrators by and large are there for a long period of time. This gives them the advantage of seeing the big picture, so to speak.

Students are sensitive to any occasion in which the administration takes advantage of this knowledge or additional time in which to get through different programs, such as, for example, selection of students on different boards, and so on. The administration can over a long period of time mold the selection of these students, so the students have very little to say.

Probably if students were allowed to participate in the selection of, say, students on university committees, or students in positions of student responsibility, the end result may be the same, that the same students were selected. However, in the means there is a difficulty, because if students feel that they are excluded from this selection, they are going to feel that they have no say whatsoever in the things that concern them.

Finally, I would say there is a problem that comes about the guidance of student activities. These problems are that the administration must provide the framework in which students will operate. Now this framework should not necessarily define exactly what the students are to do and when, and so on, but that they should provide the structure, more or less, by which these things can be carried out. A flexible structure in which students can alter, if they feel the need, but that the guidance is there in such things as: where to go for certain things, counselors of these organizations should be provided so that a group may develop over a long period of time according to the student wishes.

I think that is all I have at this time.

MODERATOR ROBERTS: Are there any points that any of the panel members would like to speak to? Harry.

MR. NACHTIGAL: I have something to add to what Ed said about the students being able to participate in the decisions of policy making in the institution. I notice one of the panel discussions here is entitled "Student Participation in Institutional Policy Making and Administration."

As an example of this very thing, we at Anderson College had a student council meeting not too long ago, several of them, in fact, and eventually decided to raise our tuition by \$10.00 for the purpose of building a new student union building.

Well that went over pretty well. We talked it up with the students. We brought it up in our assemblies. Students seemed pretty well behind that. But when the new catalog, or announcement catalog, came out, besides this \$10.00 increase there was a straight \$20.00 raise in tuition, which none of the students had heard about. (Laughter) Don't you know, we raised a fuss about that. (Laughter)

I felt all along when this happened that I certainly would have appreciated someone on the administration telling us on the student council that we were voting an additional \$10.00 increase to the tuition, above that \$20.00 they had already put in the book. That first \$20.00 is going to have a lot more discussion and debate against it from the students than the \$10.00 for the student union. Of course the student union is more a student center, but the whole idea of not having heard a word about it until it comes out in the yearbook seems to just draw an antagonism right off the bat, without any thought about the need or anything like that.

MR. ANDERSON: We also had an increase in tuition that no one knew anything about until it came out in the paper. Even some of the deans didn't know about it until they read it. (Laughter) So that was quite a blow too. Then a few days later we got a letter -- as far as I was concerned it was not too good an explanation, and I do not think anyone else thought so either. So I am sure the students would appreciate at least knowing why things are going on, even if they cannot do anything about it, at least have an explanation of why.

MODERATOR ROBERTS: Anyone else?

MISS SCHUMM: I think that goes into what Ed said about

communications. It is important for the student to be able to have communications with the administration, but this does not mean that if a student sits on a faculty committee, that that student is going to be able to tell all the rest of the students in the institution just what is going on in that area. How this is to occur is a problem that will continue to vex us. But the importance is there, and perhaps this situation of having the student on the faculty committee is a good step.

I know we have it on our campus, and it seems to be a step in the right direction anyhow, but certainly it is not the solution.

MODERATOR ROBERTS: Several of you have mentioned this business of student participation in university committees. How far do you think this should go? How widely would you like to be included in the various planning groups? Ed, how about you?

MR. WHALEN: I could say on the issue of university committees, I know that at Indiana University at least, we have a number of university committees in which quite a few students participate, almost in every phase of life.

For example, we have a faculty relations committee, which works as a liaison with the faculty council at the University which is a high policy making board. You have the student publications committee, on which students are members. You have the attitude and athletic committee, in which students are at least participating members in which they can discuss certain matters.

Although I would say by and large the students are limited in the amount oftentimes that they can contribute to very involved situations on the committees, they can oftentimes give the administration and the faculty who are on the committees at least an eyewitness account of the reaction of students to these various things that will be coming up, and from this point of view I think that communications, once again, become a primary factor in that when students know about it they report it to other students.

In our case, since there are quite a few students, this media is generally through the daily newspaper. But the fact that the students are the ones who report this, that they are the ones who are sort of "in the in," greatly smoothes things over, especially when there are things that come up that ordinarily students would consider an infringement, like a

raise in tuition. When students know the reason why things are done, I think you will find they are as understanding as any other member of the administration or faculty might be.

MODERATOR ROBERTS: You probably have fewer than fifty students on all your university committees. How do you get this information back to the rest of the students?

MR. WHALEN: Well, as I mentioned before, we have a daily student newspaper. I will recite a case that happened two years ago on the Athletic committee. Students felt that they were being excluded from this. The committee was having meetings and they were not informed about it, or they were informed too late, that the times the committee was meeting were inconvenient, and so on. And this caused a great deal of excitement. There were editorials in the daily Student, and there was quite a good deal of student interest in it.

However, as soon as the situation was rectified, students felt they had a voice in the policies of the committee, and things immediately quieted down.

Now, when you say the communication area, how do we get this across, in our case I would say primarily it is through the newspaper, and also the people who are on these committees are generally in the oligarchy of student leadership, and it is a good thing when any news that happens to any one of these individuals generally floats around to the others, and pretty soon you have a hornet's nest at the top.

I do not know, probably one of the things that is apparent is that students who participate quite a good deal in student activities, generally tend to be somewhat apart from the student body, and they become interested in these things that ordinarily some students would not necessarily be interested in. These are probably the ones who can be your worst trouble makers, but also they can be your greatest asset and greatest source of assistance.

MODERATOR ROBERTS: Any other comments from the panel? Harry?

MR. NACHTIGAL: I think along with what Ed was saying, one great advantage of having students in just about every planning or every phase of administration is the fact that these students will then be able to talk to their fellow students. I mean, the administration can say and explain what

they are doing, and why they are doing it, and the student can explain the same thing to his fellow student. The administration possibly will be rejected right off the bat, because of the fact that they are administration, whereas when the students are explaining something to other students, they will be listened to. Sometimes there is an immediate barrier set up in some student's mind, if some of the administration say something; that is immediately to be not listened to, not obeyed, or something of that nature.

I think if there are students in the majority of the phases of college planning, that there will be more consistent understanding of why the college or university is doing what it is. Possibly the only exception to this might be in some special disciplinary cases, or something that the deans would deem to be better in their own hands. But I think for the majority of cases, to have a student or two on the planning committees can serve a very valuable communication purpose.

MODERATOR ROBERTS: Any other comments from the panel?  
Ed?

MR. WHALEN: Getting back to the original question, just how far should student participation in university committees go, I would say this is more or less up to you to a great extent. As I pointed out, you will be here a lot longer than any of us will be, and in the student generation, the problems of the past are forgotten.

I would say that if you want students to be on the committees merely to listen, then this is a good thing. If you want them on the committee so that they may give advice and give their reactions, then this is another step. If you want active participation, this is another thing. Or if you want them to take the initiative in these committees, then that can be done also.

In the use of students in university committees, I think the one thing that should be definitely cleared from the start is just what the functions of the students on each of these committees will be, because if there is a misunderstanding in this, then the entire purpose of having students on university committees will be defeated.

MODERATOR ROBERTS: Any comments from anyone in the audience? Any questions or additions you would like to make?

Several times the area of discipline has been

mentioned, and I would like to have the panel comment, if they will, as to how far you feel students should participate in the disciplinary process within your institutions. What do you expect from us personnel workers in this area? Who wants to lead off?

MISS SCHUMM: I am not too well versed on this topic, but I will try. Disciplinary problems, we sometimes like to leave to others because they are not the interesting types of things that we like to listen to. But in order to help be what we plan to be in the future, we should take part in all these phases.

Now, if you mean serious disciplinary problems, I believe that definitely should be left up to the discretion of someone older and wiser than we are.

But as far as disciplinary problems that involve the whole campus, as a whole, the student executive council, or the student government, whatever form, can do much to help. In disciplining sororities and fraternities, those large bodies, I believe they can do a lot. Sometimes these groups take actions that are not part of the philosophy of the school and do more as far as putting ceilings on things than perhaps the administration would. But be that as it may, we will learn as we go along, and it is good for the people in the college itself to take part in this because after all they are going to have to do that when they get older.

MISS ANDERSON: On the discipline problems, I think that the students should have a say in the discipline problems. I do not think it should be one group. It should be representatives from the different groups, because if someone is called down by the faculty, or by the deans, they will be very unpopular, and if they felt that the students were also against this, I think they would maybe see the point more than if the deans called them down. I think that knowing the students were against it too, that it would mean a lot more.

MR. WHALEN: On the issue of student discipline, I do not think that anyone likes a disciplinarian, and very few people I would assume enjoy being disciplinarians. There is a manner in which this entire situation of discipline and the problems that arise from it can be mitigated to a great degree.

I would say that from the experience I had this summer of attending the National Student Association convention, that

student administered discipline, or student justice is probably one of the more dynamic things that students can be doing for the university.

At Indiana University at least, we have in each of the types of residence -- that is, men's university residence halls and women's university residence halls, the interfraternity council and Panhellenic, each has their own courts to decide problems of a disciplinary nature, and these by and large have worked out very well.

Another sore spot that has been alleviated to a great degree has been that of traffic violations. Now the university parking system is a universal bone of contention, and a number of rules have developed in order to make sure that every one gets a parking place, especially the faculty and administration, many of the students seem to think. But in order to make sure that students adhere to these rules they are given traffic tickets, and these tickets have a fine attached to them.

Now ordinarily I am sure that there would be just and endless chain of complaints, but there is a student traffic appeals board, consisting of students, with the counsel of members of the administration, who decide on those cases where the people feel they have been fined or penalized wrongly, and this has worked out very well. The students seem to be exceedingly harsh in judging other students.

Another area is that of student organizations. Oftentimes you will find the student organizations themselves will get in a squabble, or will themselves internally become corrupt, and if there is a student court that settles disputes between groups, this problem can be lifted from the hands of the administration and given to students. Since it concerns students and is decided by students, generally there will be a harmonious end to the entire situation.

MISS SCHUMM: Ed mentioned that residence halls had these courts set up also. At Ball State we do not believe in having anything of this nature that you would have to have a court. There just are not any tickets given out or any rules that need to be broken as far as in the residence halls are concerned. If a girl -- of course, the fellows do not have hours -- if a girl comes in late, she comes in late, and she realizes she is not supposed to. She does not get a pink or blue slip, or any kind of a slip. She is just late.

We feel this is a step in the right direction. If there are not so many rules, then they do not have to be broken, and people do not worry about breaking them. (Laughter) It is similar to something else that was mentioned before. I think the less rules you have, the less there are to break. (Laughter) I can see you are taking me wrong. (Laughter) I mean, the least necessary.

MODERATOR ROBERTS: Anyone else on the panel? Any comments from the audience? Any questions you would like to present?

MR. ROBERT H. DE ZONIA (Graduate Assistant, University of Illinois): I wonder what the panel thinks about the duration of orientation programs, and the value to be received from them, inasmuch as they have said a good bit about communication. Is there any value to be achieved from a one-week orientation program, as opposed to a semester program?

MODERATOR ROBERTS: This gentleman has asked for an opinion from the panel as to orientation programs, length of time, and value to the student, and so forth. Who would like to comment first? Ed.

MR. WHALEN: I would say on the duration of orientation programs, actually student orientation should be a continuous thing. It is too bad this is not followed through to a greater extent when a person is not just a freshman coming in for the first week, but throughout his entire college career, so that by the time he leaves the university he feels that he is a part of it, that he knows about it, he knows more than anyone else could possibly know about it, just by reading about it; that he has been thoroughly indoctrinated in all of the ins and outs of the university, its traditions, and so on.

As for the orientation week, per se, I would say that they have two values. One of course is the evident one. That is that it tells new students where to go and when, and how to do it, and so on. Thus it gets them through the tedious process of getting enrolled in the university.

The other one, which is often slighted, and this is one where perhaps students can participate to a great degree, and that is the one on the orientation of students to the different traditions about the university; the ins and outs of getting around the university; the problems that they will be facing, how to meet them, such things as, for example, cheating -- not



how to cheat (laughter), but the policy of the university on it; the student's own personal emergencies, and that sort of thing.

I would say that oftentimes in the haste of enrolling students that the traditional aspect of the university is omitted, and some of the fine outstanding things about colleges, certain things that should make the students proud to be in the university, are often neglected. This is a value that can or cannot be included, but certainly should be.

MODERATOR ROBERTS: Any other comment?

MISS ANDERSON: I think the orientation is very valuable to the students, not only to the freshmen students, but to the upper classmen too, because when you are a freshman you hear this, and everyone is throwing things at you, and you forget them after awhile. Maybe through the organizations on campus, or something, maybe every year you could review the orientation program, and I really think it would be of value to everyone concerned because I know that you are always hearing things, and you say, "Oh, golly, I forgot that." When you were a freshman, you heard that, but you have just forgotten it.

MR. NACHTIGAL: Like Ed says, orientation needs to be a continuing process. That is what we are trying to incorporate in our student counselors' work. Of course we have a traditional one week beginning orientation program, plus a semester course to orient students to the college life, to the different phases of it. But there are some things that just cannot be met in say just a class that lasts a semester, and I think this is one of the ways that through a developed counselor, student counseling process, we can try to meet this idea of a continuing orientation to try to fit into their college program as a whole.

MODERATOR ROBERTS: Any other questions?

DEAN FRED H. TURNER (Secretary; University of Illinois): I would like to come back to Miss Schumm's statement about the number of regulations. I am quite in agreement with Miss Schumm, yet I would like to raise this question with the panel.

I sense in having worked with students that they seem to prefer quite as few rules as possible, yet when they get to an infraction, they would like to see the specific rule which is being broken, and furthermore what the penalty is going to be in regard to it. I would like to get the student reaction to that.

MODERATOR ROBERTS: Did you all hear the comment by Dean Turner? He wanted the panel's reaction to the statement by Miss Schumm that she wanted as few rules as possible, if I understood her correctly. And Fred, I think, shares the same opinion, but many times in a discipline situation the student wants to see the actual rule in print. Would you young people like to comment?

MISS SCHUMM: Just a slight comment. You are going to have to go pretty far to get all the rules down, and what they are, and you could spend all your time on this. Thus I feel that perhaps one general rule -- now I agree, because I have heard the same question raised, "Well, I didn't see that. Nobody told me that was wrong. I wouldn't have done it if I had known," or something like that. But they really are just bypassing the basic issue, whether they know it or not.

I still believe that when understood, if you do make this suggestion, that they would have to have these things all listed, then how far would you have to go to get to the end? You would never get to the end.

MISS ANDERSON: Also, when you list a rule, it will always be just a little different from what the student had done. I mean, there is always that little difference that they will find if there is a rule listed. (Laughter)

MR. WHALEN: Yes, well I would have to support the statement that you would definitely want to have the minimum number of rules that are necessary, and any superfluous rules that have become outdated, or so on, are going to be a sure source of contention. But I also agree with you in that the rules ought to be explicit, and that exactly what the infringement is ought to be very clearly outlined along with the punishment, and this should be worked out as the administration sees it, and that it also is a good idea to introduce this to the students.

Not only should these be explicit, but they should be continuous, because there is a continual flow of students through the university, and although it may be perfectly clear to the class of 1958, it is not going to be clear to the class of 1961. So it should be a continuous reiteration of the do's and don'ts at any college or university.

DIRECTOR G. R. SCHWARTZ (Mankato State College): The question was raised today in some panel discussions as to -- or

somewhere on the various programs, as to the value of character building as a legitimate function in higher education. What would this group say to that, particularly with reference to this issue you are discussing right at the moment? Possibly, also related to that, character building and the objective of self discipline. Is that conceivably, in your opinion, a legitimate objective of higher education? Should it tie in here anywhere?

MODERATOR ROBERTS: He has raised the question of the value of character building, self discipline, and asked the panel group to comment?

MR. NACHTIGAL: I was thinking of this a minute ago as the question of as few rules as possible was brought up. I think that what this gentleman has brought up is a part of higher education. It may sound a little idealistic, but the spirit of the thing, and the character development, I think would go a long way in combatting this idea of, well, can I get by this idea? Does this rule state this exactly, and can I do this and not be exactly breaking the rule.

I mean, is it a matter of just trying to get around whatever is written in the book, or is it a matter of our character and the spirit of working together as a college community, or working together as a total human race for the betterment of society. But I think it is the spirit of the thing that really counts, and if we can develop something towards this character building, towards the spirit of doing what is best to do for the whole of society, rather than trying to get what I can out of life for my own self, I think therein lies something that can be a terrific aid to all of education.

MR. WHALEN: On the character building aspect, I do not believe it is something you can actually strive for or develop just per se, by itself. I would say though that such things as character building and self discipline can be brought about, or at least encouraged in an atmosphere that is conducive to such things.

One thing mentioned previously, student administered justice, is one instance of this. We have outstanding examples in sororities and fraternities in which to a great extent they handle their own affairs and enforce their own discipline, select their own leadership, as in the dormitories also, perhaps to a lesser extent, where they elect leadership and carry on activities.

In student organizations the students have the opportunity of expressing their interests, either in activities or in the departmental organizations in their academic interests. So I say in these ways character building and self discipline can be brought about, but to actually strive for it as a goal, it has to be something that you have on the sidelines. You cannot really hit the point, but you have to draw a circle around it.

DEAN JOHNS (Hanover College): I just wanted to ask the student panel this question: How far would you say students would like to have a say in matters of policy, but would not like to accept the responsibility that goes along with it?

MODERATOR ROBERTS: How far would students like to have a voice in policy making, and corollary to that, how far would they be willing to accept the responsibilities that accompany that?

MR. WHALEN: I would not say this would be something that you could just estimate on a percentage basis or anything. Do you have a specific example that we might use in such a situation?

DEAN JOHNS: Well, tuition or parking problems, and so forth. Let us take tuition, for example. There you expressed a difference in the fact that the administration had to raise tuition and did not tell you about it, so you were provoked because they did not, yet how far would you go in accepting the responsibility to raise the \$100,000, \$200,000 or \$300,000 that were necessary perhaps in your annual budget, as it is at Anderson, that the administration has to raise to keep the lights on?

MR. WHALEN: This is an issue I would say that actually in such a situation students would have to admit that they are not in a position to say how much tuition should be raised, or to plan along with the administration a building program. Very obviously this is something where the long range goals of the university have to come from the administration, the people who are definitely responsible.

In this I would say the students do not exactly want a say, but they at least want information on how these things come about. For myself at least, I think it would be very impetuous for students to say, no, there should not be a raise of \$20.00 per student and they should be raised only \$15.00.

I would say indeed this would be something that would have no value, or very little. However, if it were explained to the students why this was being done, then there would be very little complaint probably about it at all. Oftentimes it is the "why" that is neglected, and this causes the trouble.

Now on other things, students would certainly want to accept the responsibility along with the say, such as planning their student activities program, when the events of their different organizations should take place, but this is more or less a strictly student matter.

MODERATOR ROBERTS: Is there another question there in the back?

DEAN PHILIP A. TRIPP (Washburn University of Topeka): I would like the panel to tell us, if they will, of any lack or inadequacies or desires they may have felt in their careers as students at their institutions, all of which have effective personnel programs. You represent the leadership on your programs, and you are all successful students, and I would like to know if there are ways in which you are conscious of needs in student personnel services, and in what ways you think they might be met.

MODERATOR ROBERTS: Dean Tripp asked the panel to comment as to their feelings on any needs that they feel in the personnel area. Anyone like to comment on that? Harry.

MR. NACHTIGAL: One need I think is in the area I was speaking of before, in the field of counseling and guidance. A matter of follow up, particularly, for one thing.

Aside from just trying to help an individual or help a college student to find himself, or to be able to become the kind of individual that he should, it is one thing just to have a conference or some sort of interview with him, and another thing to have a good follow up and program that would be able to follow his progress. Speaking from a small college, this has been one of our greatest needs that we have not been really adequate in keeping a record of how John does after his first interview, and whether he is really working something out for himself, or if he is just going along and not finding himself. I think that is one of the needs that I felt in our own particular case.

MODERATOR ROBERTS: Another question in the back.

DEAN RUSSELL A. GRIFFIN (Western Reserve University): I would like to toss this question out to the panel on this matter of character building, whether that should have been done more by the parents before they come to the institution, or if you believe it is up to the institution itself, such as in this matter of breaking rules? Should that character building have been done beforehand by the parents, explaining the reasons for the rules, or is it up to the institutions?

MISS SCHUMM: One of the men mentioned this afternoon that by the fourth grade the child's character is pretty well developed, and it has been stated that by five years old the child has pretty well developed his character, so by the time he gets to college perhaps he is taking the course he has developed in his character during childhood. That does not mean that the student personnel program should shoot out of the window, because it is already taken care of. There are different aspects.

Now the question, how this can occur, might come into the problem. How could the student personnel program help in character building, and what about rules?

I do not have any particular answer except for the fact that there should be some pretty definite things taken care of before they get there. Perhaps this is by the parents, perhaps it is by their teachers, before they get to the fourth grade, or the sixth grade, or whatever it is.

But the parents have shown in recent years that they do lack in helping their children to develop character. But as far as when they get to college, I think the parents are a little bit more out of the picture by then.

MODERATOR ROBERTS: I think we will call a halt to this. We have run the approximate hour we were scheduled for. We started a little late. I am sure the young folks will be around for awhile, and if any of you would like to come up and talk with them, I know they will be happy to have you.

I would like to extend my appreciation to Mary Jean, Lois, Ed and Harry for their help in this program. I will turn it back to John. (Applause)

CHAIRMAN McKENZIE: Dean Roberts, I am sure that all of us are grateful to you and to your panelists for having very graciously and generously shared this evening with us.

I will tell you that some of them have rather serious commitments which they have to meet; and are going to meet in spite of the fact that they had to take the time to come and visit with us, and we are truly grateful to you.

I would like also to point out that while you may not have done yourselves individually any good here tonight (laughter), I am sure that you may very well have benefitted literally thousands of young people who are your colleagues and who are represented by these assembled deans here; and so if you have, your evening has been well spent.

I would like also to say that if there should be any reprisals involved with any of you by your respective deans, I will guarantee you a safe haven at Boston University. (Laughter)

Very briefly I have been asked to announce that there will be a meeting of the resolutions committee at the front of this hall immediately following this meeting.

Thank you very much for your kind attention. We are adjourned.

... The Conference recessed at nine-twenty-five o'clock ...

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## TUESDAY MORNING SESSION

April 15, 1958

The Conference reconvened at nine-fifteen o'clock, Dean Philip Price, Clarkson College of Technology, presiding.

CHAIRMAN PRICE: The Fifth General Session of this Conference will come to order. I would like to introduce Dean Les Rollins of the Harvard Business School, to introduce our speaker of the morning. Dean Rollins.

... Assistant Dean J. Leslie Rollins introduced Mr. Moorehead Wright, who spoke on the subject "Can Business Research in Management Help Educational Administrators?" Mr. Wright's address will be mailed as a supplement to these Proceedings ...

CHAIRMAN PRICE: Thank you, Mr. Wright. You call yourself an ordinary working guy, but it is ordinary working guys in your company that have made it the industrial, social, intellectual leader that it is in the world. You have the sincere thanks of our Association.

The Chair now recognizes Dean Bob Bates, Chairman of the Committee on Resolutions, for a special matter of business.

DEAN ROBERT E. BATES (Chairman, Committee on Resolutions; Colorado State University): Phil, Members of the Association: At the request of the Committee on Scholarships and Financial Aid, the Resolutions Committee presents the following resolution for consideration by the Association at this time. I will read the resolution, move its adoption, and ask that the Chairman recognize Clarence Deakins, the Chairman of the Scholarship and Financial Aids Committee, to explain the reasons for its presentation at this particular time. The resolution is as follows:

The National Association of Student Personnel Administrators, an organization composed of college and university administrators most directly responsible for student welfare, in convention assembled at French Lick, Indiana, April 14, 1958, unanimously approved the following resolution:

Whereas, the crises in world affairs demands the most effective use of our nation's human resources; and

Whereas, the early identification of potential ability of students in all areas of endeavor is of paramount importance; and

Whereas, there is a great need for trained counselors



to stimulate and guide these students in their academic preparation for higher education; and

Whereas, no economic varrier should deprive the nation of the services of its talented youth; be it

RESOLVED:

That we note with satisfaction the consideration being given to these problems by the Administration and the Congress; and

That we approve the principles embodied in Senate Bills 3163 and 3187 and House of Representative Bills 10278 and 10381; and

That we favor the utilization of scholarships, loans and work opportunities or combinations thereof, in providing financial aid to college students; and be it further

RESOLVED: That the Secretary of the Association be instructed to convey to the Chairman of the Senate Committee on Labor and Public Welfare and to the Chairman of the House of Representatives Committee on Education and Labor the request that they report legislation supporting these principles to their respective Houses of Congress.

Mr. Chairman, I move the adoption of the resolution and ask that you recognize Dean Deakins to discuss it.

CHAIRMAN PRICE: Thank you, Bob. Is there a second?

PRESIDENT DuSHANE: I second the motion.

CHAIRMAN PRICE: Dean DuShane seconded the motion. Dean Deakins of the Illinois Institute of Technology.

DEAN CLARENCE E. DEAKINS (Illinois Institute of Technology): Mr. Chairman, Members of NASPA: Our committee has been working during the past year in this area of scholarships, loans and work. We have had three sub-committees working on these problems.

This resolution this morning constitutes our report to the Conference vergally. We do have a rather voluminous report which we will ask the secretary to mimeograph and mail to you sometime in the near future.

Our time during our meetings here at the Conference have been devoted practically in its entirety to this question of federal legislation which is now before the Congress. It was the feeling of every one of us on the committee that every one else in the United States has spoken on this problem of financial aid to college students, except the men who are working closest with these college students, and who are well aware of the problems. We felt it was time that NASPA took some formal, definite action in this regard.

The legislation that is before the Congress at the present time appears in two bills, one presented by the administration, and one presented by the Democratic party. These bills are very similar in nature, with one exception.

The bills first provide for funds for the training of counselors by providing finances for teachers to go to summer institutes, or to study at regular terms. These bills also provide for funds to high schools and elementary schools in districts unable to finance the addition of these staff people.

It also provides for testing programs throughout the country to identify early the abilities of our superior students.

Fourth, it provides funds for scholarships, loans and work programs.

The only difference between the administration bill and the bills presented by the Democratic party is in this one point: The administration bill specifies only scholarships, while the other bill provides for scholarships, loans and work programs.

It was the feeling of our committee that our nation needed the services and the education of the second quartile of students, as well as the upper ten per cent of students. Therefore, we did specify as one principle in any legislation which would be passed, that we favored scholarships, loans and work programs. Otherwise, we have not specified our preferences for either one of these bills.

The reason we asked that this be brought before you at this time is that we have been informed that April 15th is the deadline for any materials to be printed, which will be presented to these two committees, as they go into executive session. All of the open hearings have been held, and they now go into executive session. We have been assured that if we can get our action

to Washington immediately that we feel certain that we can get our position printed in the materials to be studied by these various committees. That is the reason for our urgency at this particular time.

If there are any questions, Mr. Chairman, I will be very happy to answer them.

CHAIRMAN PRICE: Thank you. Is there any further discussion on this question? I will call the question then. All those in favor of the resolution will please say, "aye." Opposed, "no." The resolution is passed.

We are somewhat behind schedule. I am going to do a very dangerous thing and declare a five minute recess so that you can get up, stretch, pull down your girdles, and so on. (Laughter) The meeting is adjourned for five minutes.

... The Conference recessed at ten-thirty o'clock ...

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## TUESDAY MORNING SESSION

April 15, 1958

The Sixth General Session and Business Meeting convened at ten-forty o'clock, President DuShane presiding.

PRESIDENT DuSHANE: I am reminded of the representational painting which was supposed to show what General Custer's last thoughts, before the Redskins closed in, were, a painting which was of a number of fish with halos on one side, a number of Indians in all kinds of romantic poses on the other side, and General Custer's last thoughts were, of course, "Holy mackerel, where did all these ever loving Indians come from?" (Laughter)

That is the way we think about announcements sometimes, and if we do not get to these announcements soon, we will be suffering the same fate as Custer.

... Conference announcements ...

PRESIDENT DuSHANE: The deadline for recommendations for resolutions: They must be given to the members of the Committee on Resolutions by two p.m. today in order to be considered. This committee will meet at three-thirty today at a place to be posted on the registration desk.

If there are any recorders for discussion groups which have reached any significant conclusions, these conclusions should be turned over in writing to Dean McKenzie or Dean Hocutt to be included in the published proceedings. We do not plan at the present time to include any of these orally tomorrow, but to publish them in the proceedings.

The first item of business for the Conference: On the 7th of April, 1957, the Executive Committee adopted the following proposal. It was not taken up at the Conference, but it was placed into effect. The Executive Committee, Sunday afternoon re-adopted it unanimously, also, and we would like now to present it to you for approval for subsequent years.

The 1955 action at Purdue establishing a \$7.50 registration fee is to be rescinded, and

a) A uniform registration fee of \$5.00 is to be charged for all registrants, except

b) Graduate students, who will be charged \$1.00 for

one day, or \$3.00 for the entire Conference; and

c) Guests, graduate students, or non-member institutions desiring copies of the proceedings should pay the standard price of \$3.00 in addition to their registration fee; and

d) Staff members of host institutions, other than regular members of the student personnel organization, shall be exempt from the registration fee.

Do I hear a motion for the adoption of this resolution?

DEAN HOCUTT: I so move, Mr. Chairman.

DEAN THEO. W. ZILIMAN (University of Wisconsin): I second the motion.

PRESIDENT DuSHANE: Any discussion? All those in favor signify by saying, "aye." Opposed. It is carried unanimously.

Back to announcements. The following reports are available at the NASPA registration desk: Committee on Housing, Liaison Committee with the National Association of Foreign Student Advisers. Also, Leo Dowling, Chairman of this Committee of ours on Foreign Student Advisers, says that he will be glad to make up a table at the noon luncheon with registrants who want to discuss foreign students' problems.

This winds up the announcements, which nearly swamped us.

I would like to ask first for a report of the Cooperating Committee with U.S.N.S.A., and I will recognize Dean Ted Zillman.

DEAN T. W. ZILLMAN (Chairman, Cooperating Committee with U.S.N.S.A.): Thank you, Mr. President. With permission of the Conference I should like to request that Mr. Ray Farabee come up and join us on the platform. He is the current president of the U.S.N.S.A. One, I want all you people to get a good look at him, and secondly, I want him to stuff my shirt, should you have any questions concerning this report which our committee is now presenting to you. Ray, are you here? Will you please come on up?

Gentlemen, some years ago, shortly after the founding of U.S.N.S.A., NASPA appointed a liaison committee with that

organization. The committee shortly found itself working in cooperation with committees constituted by ACPA and NAWDC.

These three liaison committees collaborated in an earlier report an evaluation of U.S.N.S.A., and this report was presented to our group during the 1953 meetings at Michigan State. I feel confident that the information and opinion which we derived from that report was of significant value to all of us, (Parenthetically, I was not a member of the committee at that time.) and was of aid to us as student personnel administrators and as a consequence to our respective institutions.

The '53 report concerning U.S.N.S.A. was not adopted by NASPA. As I reconstruct what happened, the report was received and referred to our Executive Committee. Our attention from the report itself was somewhat distracted because of a recommendation from the liaison committee that occasioned at the time considerable comment and debate. This proposal, in addition to the report, suggested the establishment of a joint commission of NASPA, ACPA, and NAWDC, whose purposes would be, and I quote:

"To ascertain the vital facts of national student organizations which maintain campus affiliates, or which engage in activities involving students. The Commission would report these facts or the withholding of these facts by a particular organization."

Now some of us were not happy with that proposal, and again it occasioned considerable comment and discussion. I confess that I was one of those who was not happy with this proposal. I believe some of us feared, and maybe most of us feared the delegation of such powers to a group not composed exclusively of our own members, because you must remember that these were rather unusual times. Certain men in public life were practicing measures to combat communism which did not square with what many of us believed were basic to our American sense of decency and fair play. Witch hunts and guilt by association were phrases common to the times, and I believe that in referring the whole matter, the report and this proposal, to our executive committee, NASPA acted wisely and well.

Now at the same time, I believe that many of us thought that the report on U.S.N.S.A., prepared by the three liaison committees was very well conceived and that the time had come when our organization ought to show its approval of what this student group was accomplishing.

We believe that U.S.N.S.A. was doing a good job, in other words, and I remember motions from the floor -- Ed Williamson was one of those people who so moved. But in the excitement the whole matter was referred on, and our organization did not express what I hope it will today.

Therefore, our liaison committee, working again with NAWDC and ACPA, has arrived at a new report, and thanks to our very efficient secretary, Fred Turner, you have all had a chance to read it over. It was sent to you prior to our assembling here. Like Caesar's gal, you will discover the report is divided into three parts. The report is part 1, an evaluation of the present status of USNSA by the respective cooperating committees, working jointly. 2. A description of USNSA; and 3. A copy of USNSA's constitution and bylaws.

I am happy to report that this report was received and the evaluation approved, as I understand it, by our other two collaborating organizations. Jack Clevenger of our group was the chairman of the liaison committee for ACPA, and I think Jack will bear this statement out that it was approved by ACPA.

We said then in our statement that the evaluation is the considered judgment of the three committees, based on information and material supplied by USNSA, the personal experience of committee members, and the testimony secured from others who have had intimate association with the organization as mentors and friends.

Now the information in 2 and 3 was supplied by USNSA.

I propose then, after briefly summarizing what our evaluation states, to ask, (1) that you receive the report as a whole, and (2) that you approve this evaluation which you have had a chance to study. If you will let me briefly, to help you recollect what it does say, I will try to give you the gist of it over again.

1. We state that the organization, in our opinion, is the most representative of student government groups at the national level on the American scene.

2. We make some statements to the effect that it strives to symbolize the youth of the free world to the students in those critical areas where the battle of ideas has not yet been resolved, and has reference of course, to other national organizations headquartered in other countries than our own, primarily.

3. We say that it has an expanding program which calls for increased resources, and we utter the pious hope, and we hope it is more than a pious hope, that growth and support of its program will be forthcoming.

4. Because this was raised in one of our committees just yesterday, let me read what we say in paragraph d:

"With increasing maturity and poise, the USNSA has taken a more realistic position in connection with the original USNSA student bill of rights. Members of our profession are pleased to note that NSA has changed this to include 'student responsibilities and rights' with very obvious emphasis on the responsibility part of the phrase."

This is in line with USNSA's earnest program to make student government everywhere a stronger force in assisting higher education to achieve its objectives.

In the next paragraph, under "e" we talk about the attempted investigations of alleged violations of academic freedom undertaken by USNSA, and point then to the adoption of a new activity with respect to these questions by USNSA which we believe is now consonant with the educational policies of our respective groups.

We point again, in the next paragraph to the USNSA's increasing utilization of experienced assistance from our profession, and state that it is a valuable source of student contribution to the various national education organizations.

Then describe some of its activities which we wanted to especially highlight for you, largely descriptive of their publication work and their student leadership project. Point out to you the inauguration of the Dean's workshop, which some of us have attended in conjunction with their national meetings.

Finally, end up, "It is the opinion of your committee, after careful review, that the purpose and the programs of USNSA are in accord with the student personnel point of view, and therefore deserves the support and counsel of student personnel workers in the colleges and universities of this country."

So now, Mr. President, I move first that this report be received.

PRESIDENT DuSHANE: Is there a second?



DEAN JAMES E. FOY (Alabama Polytechnic Institute):  
I second the motion.

PRESIDENT DuSHANE: Moved and seconded that the report be received. Ready for the question? All those in favor say, "aye." Opposed. It is carried.

DEAN ZILLMAN: Now, Mr. President, I would like to move that the evaluation, part 1 of this report, be approved by the National Association of Student Personnel Administrators.

DEAN FOY: Seconded.

PRESIDENT DuSHANE: I understand this has been approved by ACPA and NAWDC in the last month?

DEAN ZILLMAN: That is right.

PRESIDENT DuSHANE: Is there discussion? All those in favor signify by saying, "aye." Opposed. It is carried. Thank you, Ted.

I now call on Bill Guthrie, Chairman of another one of our joint committees, in proof that we are not wholly isolationists, the Joint Committee on Student Discipline, Principles and Procedures. This is a committee which goes back a good many years.

DEAN WILLIAM S. GUTHRIE (Chairman, Joint Committee on Student Discipline, Principles and Procedures): President Don, Members of the Association: The committee had its origin in 1951-52, and produced reports in 1953, and 1955, which now comprise the committee's handbook on student discipline, copies of which are to be found for distribution at the registration desk in the lobby.

The committee reports that some of its handbook material relating to definitions and use of primary disciplinary files, official education record, and transcripts of records, has been quoted in a section on the disciplinary function in the new American Council on Education brochure entitled "The Administration of Student Personnel Programs in American Colleges and Universities," authored by Daniel D. Fetter and others. It is hoped that the principles and procedures outlined in the handbook will continue to be quoted, circulated and called into practice on a continually wider basis.

The current members of the committee are Dean Robert Bates, Colorado State University; Dean Ray Hawk, University of Oregon; Dean Robert Hopkins, University of Massachusetts; Dean Marion L. Huit, State University of Iowa; Dean Carl Knox, Miami University; Dean Philip Price, Clarkson College of Technology; and Dean Guthrie, Ohio State University, Chairman.

The committee has conducted its business by correspondence during the year, and has met twice during the current Conference.

The committee notes the continuing interest of these Conferences in topics dealing with student discipline, student government, student personnel records, disciplinary counseling and rehabilitation, student courts, all of which titles are taken from the 1958 Conference program.

In keeping with suggestions which have been made in past years, one of the committee members has assumed the responsibility for studying a special aspect of student discipline, the student courts. Dean Robert Hopkins has a preliminary report from 36 universities, which he plans to prepare for publication of an article in one of the professional magazines.

The committee repeats its challenge to other deans to survey and report on: (1) problems of the discipline groups; (2) ethical and legal problems faced by disciplinary officers and committees; or other special topics of your interest.

The committee itself now reports its project of the current year, a review of the contents of its earlier work, the handbook on student discipline, which contained two sections on recording and reporting the 1953 report, and on principles and procedures, the 1955 report.

The committee members at their respective institutions, Colorado State University, the State University of Iowa, University of Massachusetts, Miami University, and Ohio State University, circulated copies of the mimeographed handbook to student personnel officers, administrators, representative faculty and students for study. In some instances meetings were called for discussion purposes. In another situation, the Ohio Association of Student Personnel Administrators were presented with handbooks for discussion and review in their annual meeting.

The extent to which campus opinions were polled is indicated in one university situation where assistance was

asked from the following persons: The faculty committee on Academic Conduct, the student senate, the student councils of the colleges, the student affairs committees of the colleges, the staffs of the registrar's office, and admissions office, the staffs of the offices of the Dean of Men and Dean of Women, professional counselors of the counseling center and psychology department, and representative faculty and staff workers in other selected areas.

One of the participating universities, the State University of Iowa, reported to the committee as follows:

"After reading the Handbook, our people interested in disciplinary procedures here met as a group to discuss its various portions and agreed generally on the philosophy, principles and procedures reflected in it."

The letter then reports minor points of departure and suggestions for re-wording, and this I read because it fairly summarizes the conclusions from all six survey sources.

In conclusion, on the basis of these reviews, the committee makes the following recommendations for action by the Executive Committee:

1. That the President make a request of the professional organizations which participated in earlier joint reports, AACRAO, NADWC, and ACPA, that each one appoint a person to represent the organization on a new Joint Committee on the Student Discipline Handbook;"
2. That as a matter of procedure, these organizations be asked to publish again the Handbook in its present form in their respective Journals or proceedings to give it circulation;
3. That with the publications, a request be made for wide campus study and review of the Handbook with proposed changes to be reported to the Joint Committee members newly appointed by the four organizations for their revision of the Handbook; and
4. That the associations be asked to share the cost of printing the revised Handbook and responsibility for its wide distribution thereafter.

PRESIDENT DuSHANE: These are recommendations to the Executive Committee, and will require no action by the Conference.

We now back up a moment and permit the chairman to add one word to a preceding identification. Ray Farabee, I wonder if you would like to speak for about two sentences, if you have two sentences which you could use as a summary for anything you would like to say to the Conference.

MR. KENNETH RAY FARABEE (U.S. National Student Association): In working with the U. S. National Student Association, both this year and last year as a Vice President, we have been extremely happy to see the growth which has come about, and we contribute much of this growth to our own understanding. Also we hope that it is characteristic of a growth in USNSA and an appreciation of greater service to both the student community and the broader educational community.

We by no means feel that this student association has reached an optimum point or that it cannot grow or cannot be better. We hope that we never reach this point, and we hope that you will continue to offer advice, to offer suggestions on how USNSA might better serve both the students on your own campus, and might better serve you, and might better serve the total educational community.

With this, I would like to thank you very much for the passage of this statement, both the committee members and yourselves, and we greatly appreciate it. Thank you. (Applause)

PRESIDENT DuSHANE: Thank you, Ray. With liberal use of the semi-colon, I think you got this into two sentences; the second of which was "we greatly appreciate it." (Laughter)

Is Arden French here, and if he is, could he come up to either end of the podium.

I would like next to call on Lou Corson, Chairman of the Committee to Cooperate with N.I.C.

DR. LOUIS D. CORSON (Chairman, Committee to Cooperate with National Interfraternity Conference): Don, Fellow Members of NASPA: This is a rather memorable conference. Since most of the members of the Association are concerned with liquor control, I think it is quite appropriate that we meet at the same time as the National Alcoholic Beverage Control Association. I think it is much more logical to tie up with them than with APGA. (Laughter)

In another way it is very memorable in that I will probably lose my happy home for this. A fellow registered in

the hotel, a vice president of the Glenmore Distilleries -- no advertising intended -- who is Lou Korshon. My wife called me from Washington last night and got him by mistake. (Laughter) And the conversation ran like this: "Hello, Lou." "Yes." She said, "You're not Lou." He said, "The hell I'm not." (Laughter) It went on like this for awhile. She said, "Please hang up so I can get the hotel operator. You're not Lou." He said, "Prove it." (Laughter)

So you can imagine her state of mind when she finally reached me about an hour later. I ran into this Lou Korshon about two a.m. and thought I had things straightened out with him until he insisted upon calling her and demanding an apology. (Laughter) So if there are any delegates from the west coast who have one extra space in their cars, please let me know. (Laughter)

The Committee to Cooperate with NIC met in the powder room, (laughter) and with a few interruptions from time to time we proceeded (laughter) to consider the problems and discuss the merits of Pluto, among other things. (Laughter) But seriously:

Various members of the NASPA Committee to Cooperate with NIC have attended the annual meetings of the College Fraternity Secretaries Association, the Traveling Secretaries Training School, and the National Interfraternity Conference. At each of these meetings, we have attempted to improve the basis for continued understanding and the friendly relationships between the Deans and fraternity leaders. In turn, we welcome Mr. Houston Carnes, Chairman of the NIC, and Mr. Robert Miller, Executive Secretary of the Phi Delta Theta Fraternity, to this NASPA Conference.

Your Committee recommends that each member of the College Fraternity Secretaries Association be invited to attend the NASPA Conference. We suggest that the invitation be extended annually in the form of a personal letter from the president of NASPA. The Committee feels that attendance by the secretaries will provide an opportunity to establish better understandings of mutual problems. In this connection, we suggest that the Executive Committee consider the possibility of placing the fraternity secretaries on the NASPA mailing list.

To further the desire for mutual cooperation, we respectfully suggest that the College Fraternity Secretaries Association consider extending an invitation to each member of this committee to attend its annual meeting.

For the purpose of broadening the scope of this committee, we recommend that the name be changed from the NASPA Committee to Cooperate with NIC, to the NASPA Committee on Fraternity Relations.

Almost immediately upon arrival at French Lick, your chairman was informed that the resolution adopted as a part of this Committee's 1957 report had to be considered and reported upon at the 1958 Conference. This resolution reads as follows:

"We move that this body receive the report of the Cooperating Committee with the National Interfraternity Conference, and in order to implement it ask the Committee during the next year to study fully the matter of membership requirements in student fraternal groups, to consult with the NIC and other appropriate agencies, and to report back to the 1958 NASPA Conference a statement summarizing the educational principles involved in this issue and making such recommendations as may be appropriate."

This mandate was unknown to the Committee prior to arrival at French Lick. We do not feel competent to make a report on this resolution, since we have not had time to study all the ramifications of this problem.

Respectfully submitted, William S. Zerman, Richard L. Hansford, John J. Pershing, Ben E. David and Louis D. Corson.

I move this report be adopted.

PRESIDENT DuSHANE: Moved by Chairman Corson that this report be adopted. Do I hear a second?

DEAN ROBERT C. BEATY (University of Florida): I second the motion.

PRESIDENT DuSHANE: Discussion? All those in favor signify by saying, "aye." Opposed. The motion is carried.

DEAN ZILLMAN: Mr. Chairman, I would like to say just a few words on the committee's report, if I may.

PRESIDENT DuSHANE: Yes.

DEAN ZILLMAN: It is simply this, that I believe that I express the disappointment of a number of us in this area at the lack of anything being done in this past year on this issue

which is, as I see it, crucial on some of our campuses, and altogether important to us as people concerned with student problems and student matters of concern.

I would hope that the spirit of the '57 resolution still obtains, and that in our 1959 meeting we can have a much more definite thing to sink our teeth into. Thank you.

PRESIDENT DuSHANE: We have also on the platform this morning Arden French, who was Host Dean for the Association of Southern Deans. Arden, would you mind telling us what these Southern Deans did at their Conference a month or so ago?

DEAN ARDEN O. FRENCH (Louisiana State University; Report of Conference of Southern Deans): Mr. President and Members of NASPA: I assume that Donald, in requesting this report, simply wanted to get it recorded, maybe for inventory, because there are so many discussions which are going on in the nation relating to the south.

I do not know that I can tell you what went on. I might start off by saying that we have missed here this year at our conference our dean of humor, Bill Tate from the University of Georgia. About the most significant statement made I suppose was made at the closing banquet when Bill arose and said he had been invited to make a study of the influences that are bearing on students in the universities. He went around to one university, had a meeting with the students, and because of the great influence of army generals on American life today, all the way from the president down, to the presidents of a number of institutions, there was one question he wanted to ask and get the reaction.

So he seriously asked the student body, what general in the United States was having the greatest influence on the culture and the life of the students of America. And in Bill's way of handling a problem like that he paused, and a young man arose from the back and he said, "General Motors, sir." (Laughter) Now, whether that is a significant finding or not, it does have some bearing upon the traffic problems of the American colleges.

Briefly, I would report for the record that the Southern Association of Deans of Men and Personnel Administrators (which by the way had its outgrowth after the change of the program of NASPA from the old NADAM) was primarily organized on an informal basis, and meets annually on one of the southern

college or university campuses. Now that particular area of "southern" does not particularly spell out the geographical boundary of the southern states, but it is those schools which are located from Louisiana, bounded by Tennessee and up to Virginia.

This Conference is set up primarily for a laboratory observation of the personnel men in the various colleges and universities, and the school that acts as the host is supposed to set the program up on informal discussions, and provide an opportunity for the delegates who attend to make a tour of the educational plant and the personnel services which that particular school has to offer.

It is definitely not a policy making conference. While it is not officially connected with any national organization, its program and its program patterns are developed around the statement of principles of NASPA.

The meeting last year was held on the campus of Louisiana State University in Baton Rouge, Louisiana, and its meeting for 1959 will be held on the campus of the University of South Carolina, Columbia, South Carolina, with Dean J. T. Penney acting as the host and the coordinator of the program.

The significant address of the 1958 Conference at LSU was the keynote talk by Dean Ralph E. Dunford of the University of Tennessee, on the Place and Function of Student Personnel Officers in the Educational Program of the University.

I think the significant theme of this Conference was an attempt to elevate the professional perspective of the men engaged in the various types of work which we call personnel work. In summary, Dean Dunford gave this statement, around which the discussion of the conference was held: "The personnel officer's function is an integrating one. To perform it properly he must constructively lead in policy making and application at all levels in our institution. The areas in which he must be vitally concerned are admission and retention."

I think we emphasized that point of retention as being an important area today with the attempt of upgrading institutions and eliminating students from the continuation of their educational desires.

"Academic standards, the field of advice, guidance and counseling, financial aid to students, the whole curriculum



program, factors contributing to physical and mental health, including living conditions, recreation and play, social and spiritual development -- if we function in these fields effectively and constructively, we may overcome the historical stigma attached to Deans of Students and Deans of Men as being the hornet agents of restriction, regulation, prohibition and discipline."

The theme of the conference was to set forth the principle that to gain the respect of the instructional faculty in these days when the problem of instruction is being elevated as the primary objective, as it should be, that the prestige position of personnel workers in the next ten or fifteen years is going to be in direct proportion to the positive program which they exert their efforts to, and not the negative, necessary dirty work which they have to do in eliminating the obstructions to a sound and positive educational program.

PRESIDENT DuSHANE: Thank you, Arden.

Is Don Winbigler here? Are you prepared, Don, to bring in a report from Commission I at this time?

DEAN WINBIGLER: I am expecting to have it tomorrow morning, Don. I have the materials here.

PRESIDENT DuSHANE: All right. The next chairman I want to recognize is the Senior Past President, Shorty Nowotny, reporting for the Committee on Nominations and Place.

DEAN ARNO NOWOTNY (Committee on Nominations and Place): Mr. Chairman, I want to make one correction. There was one serious omission made in an introduction a while ago. The young man on my extreme right, the National President of NSA is a University of Texas graduate. That should be in the minutes. (Laughter)

Incidentally, we are kind of proud of this product. I won't always mention that, but Ray is President of Boys State, and elected president of our student body, but he was so dedicated to this job that he resigned to take this job. If you don't like Ray Farabee, he is about the best product we have, and all you Phi Gamms ought to be proud of him, because I am.

Now to get back to this report. This committee is made up of a bunch of old, tired men, John Gwin of Beloit, Dean Huit of Iowa, Carl Knox from Miami. They were elected. Then Strozier, Stibbs, Hocutt, Baldwin and old man Nowotny. That is

the group that met twice to place in nomination your new officers, and also where we hope you will meet in the future.

You have already voted to meet in Boston in 1958, in June, with your joint hosts being McKenzie of Boston and Rollins of Harvard, and the men at M.I.T.

In the address you heard this morning you had a sort of warning of what kind of a program we will have the privilege of hearing and participating in next summer. I wish all people had the opportunity to know Les Rollins, as some of us do, who always stays in the background with humility, and with tenacity to do things differently and uniquely and dynamically for this Association. He is quite an institution. He consulted our staff and was brought in, and we did not pay him anything. He came in and said, "Nowotny, you have a good staff. All they need is leadership." This was his finding on our staff. (Laughter) To me there is no guy finer to this organization than Les Rollins, and this speech this morning is evidence of what you are in for when you go to Boston in '59.

Last year we voted to go to Chicago in 1960. Bob Strozier made some sort of statement about what they were going to do at the University of Chicago. Well, the setting has been changed, and so everybody concerned thought that should be reconsidered, so your committee unanimously recommends that in 1960 we go to Columbus, Ohio, with Guthrie and Ross, and this is what they propose, naming this Conference in April the Joseph A. Park Memorial Conference, and I do not know of anything finer.

May I put this in the form of a motion, Don, for 1960.

PRESIDENT DuSHANE: It has been moved that the Conference in 1960 be named the Joseph A. Park Memorial Conference, and that it be held at Columbus, Ohio, which is where Joe lived and served for so many years. Is there a second to this motion?

DEAN HOCUTT: I second the motion.

PRESIDENT DuSHANE: It has been moved and seconded. All those in favor signify by saying, "aye." Opposed. It is carried.

DEAN NOWOTNY: We are going about this piecemeal. I do not want anybody to fail to speak up, because these Texans like a good fight, and I would like to have a good fight with anybody who does not like what we proposed; because you may not like the next one.

In 1961, your committee voted to go to Austin, Texas, which is a very interesting town and a fine school. (Laughter) In 1962, Philadelphia. For fear this thing might fail, can I put that in one package? (Laughter)

PRESIDENT DuSHANE: It has been moved that in '61 we go to Austin, Texas, and in the intervening year travel from there to Philadelphia. Is there a second?

DEAN WM. MAYNE LONGNECKER (Southern Methodist University): I second the motion.

PRESIDENT DuSHANE: All those in favor. Opposed. Be it noted now while I can still make this notation, that I do not recall any vote at this Conference in the executive committee meetings or in the Conference itself, in which there have been any dissenting votes.

DEAN NOWOTNY: That ain't good. (Laughter)

PRESIDENT DuSHANE: If professors are those who think otherwise, darn few professors are present this morning.

That motion was carried.

DEAN NOWOTNY: We got by pretty good with that one. Now we are looking for the leadership for the future. Leo ought to tell me whether I have used the illustration before. I am afraid I have, so with apologies to the old men: There used to be a little boat go from Plymouth to London, and every time she docked, sometimes she'd bash in on the starboard side, and sometimes she'd bash in on the port side. One day she made a perfect three-point landing, or whatever it is they make, and somebody yelled, "You got a brand new boat?" They called back and said, "No; we have the same boat but a brand new skipper." (Laughter)

We would like to recommend that the skipper of this Association for 1959 be a man who has been offered this job many times, and always modestly declined. He has just completed seven three-year terms as Secretary Treasurer, and we would like to recommend Fred Turner as President for 1959.

... The assembly arose and extended an ovation to Dean Fred H. Turner ...

PRESIDENT DuSHANE: The nomination has been made.

No second is required. It has been carried by acclamation and a standing vote.

DEAN NOWOTNY: And this machine is going. (Laughter)  
We have us a skipper for '59 for sure.

You know, we have to find some leadership. Some of these guys may be leaders of men and followers of women, but anyhow -- (laughter)

We propose as President Designate -- by the way, I forgot something that is uncontroversial. We elected John Hocutt as program chairman for a two year term. Therefore, John cannot resign and get out of that one. Now, for President Designate, your committee has gone to the west coast and taken the distinguished Dean from Stanford, Don Winbigler as our suggestion for President Designate. The committee moves and seconds that.

PRESIDENT DuSHANE: The motion is for the nomination of Don Winbigler as President Designate. No second is required. Are there any nominations from the floor? If not, may I have a motion for the election by unanimous vote of Don Winbigler.

DEAN THOMAS L. BROADBENT (University of California):  
I move the unanimous election of Don Winbigler as President Designate.

DEAN ELDEN T. SMITH (Bowling Green State University):  
Seconded.

PRESIDENT DuSHANE: Moved and seconded that by unanimous consent Don Winbigler be named first occupant of the post we created yesterday, President Designate. All those in favor. Opposed. It is carried.

DEAN NOWOTNY: It is great to have a political science professor presiding. I do not think there will be any dissenting vote on any of these other three.

Bill Guthrie and I started out in the same jobs: employment directors. In my book, he is a great influence in this Conference, and your committee nominates William S. Guthrie and Jack Clevenger, who has an outstanding machine going over in Washington State, as the two Vice Presidents; and then for a three year term, 1958-61, Carl Knox of Miami, Secretary-Treasurer. We present these three as the unanimous slate for the other three offices.

PRESIDENT DuSHANE: It is the will of the -- it is the intention -- it is the hope of the committee on nominations (laughter) that all three of these can be voted on as a package deal. They have been nominated. Are there further nominations from the floor? If not, all those in favor of this motion signify by saying, "aye." Opposed. It is carried.

DEAN NOWOTNY: Gosh, we're through, son. (Laughter)

PRESIDENT DuSHANE: The steam roller was rolling so well I didn't know it had stopped. (Laughter)

President Fred Turner, would you say a few words to your unanimously united band of admirers and friends? (Applause)

PRESIDENT-ELECT TURNER: Gentlemen, there is not much to say except thank you very much. This is of course a great pleasure to me, and I am glad to undertake it; and at the same time there is sadness. (Prolonged applause)

PRESIDENT DuSHANE: I was prepared this morning to interrupt any of our reporters who were long winded by nudging them from the left and saying that I was in the same fix Jim Haggerty was when he went up to the foursome on the Burning Tree golf course; and the story has it he said, "I wonder if you would mind if the President and his party played through? War has just been declared." (Laughter)

Fortunately, this was not necessary, and now there is time for Jim Orwig's committee to meet up here briefly before joining the rest of us at twelve noon on the risers out here in front. Are there any other announcements, John?

DEAN HOCUTT: No.

PRESIDENT DuSHANE: The morning session is adjourned.

... The Conference recessed at eleven-forty o'clock ...

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## TUESDAY LUNCHEON SESSION

April 15, 1958

The Seventh General Session convened at twelve-thirty-five o'clock, Dean Thomas L. Broadbent, University of California, Riverside, presiding.

CHAIRMAN BROADBENT: Will you come to order, please. The Seventh General Session of this Conference is hereby called to order. Dean Jim McLeod, Northwestern, will offer the invocation and grace.

DEAN McLEOD: God of our fathers, and our God, we would pause in our busy day to refresh the spiritual nature of our lives. May we open our minds to Thy truth, our hearts to Thy power, our wills to Thy purposes, and our lives to Thy love.

We pray for Thy continued blessing upon our Conference, that in good will and understanding we may resolve our differences, gain new insights and greater vision. May we nobly strive to serve Thee and Thy children who are committed to our care, with understanding and courage and faith.

God bless this food to our use, and us to Thy service. In Christ's name, Amen.

... Luncheon was served ...

CHAIRMAN BROADBENT: Ladies and Gentlemen, I believe that dessert has reached you for the most part. There are a number of things to do in this session so we ought to get the show on the road.

May I present to those of you who did not meet him this morning, the one or two of you who did not hear his very scintillating and inspiring address, our guest of honor, Mr. Moorhead Wright, of the Institute of Advanced Management of the General Electric Company, who is on my extreme right. Mr. Wright. (Applause as he arose)

The other gentlemen at the head table, with the exception of Jim McLeod whom you have already heard, you shall hear during the course of this meeting.

I am very happy that I have only two announcements to make. I would hate to have to compete with my good friend

Noble Hendrix, with the skill and aplomb with which he made the announcements yesterday.

... Conference announcements ...

CHAIRMAN BROADBENT: Because we have so few announcements, and remembering how lonesome I felt last night as that music played and some few of you lucky chaps dancing with your wives (laughter) I hope. (Laughter) I recognized more fully than ever what a tremendous part these wonderful ladies play in our work. May I infringe for about two moments on your time and try to pay a very brief tribute to them, in which I hope you might join me.

Hidden away among the multiplicity of grammatical forms in the English language is a little three letter pronoun seemingly quite innocuous but filled with unsuspected vitality and power. Feminine though it is, strong, robust men traditionally fall back on it to refer to all sorts of things with respect, admiration, love, or awe.

"She," third person feminine, singular pronoun. "She" we say for ships of surging power and mighty armament and of delicate sailing craft, billowed sails running silently before the breeze.

"She's a beauty" we say of the power packed rocket of the highway with her new upswept tail fins like bustles balancing the forward plunge of gleaming engine hood. "She's airborne" we say as the delicately balanced, sensitive, silvered plane lifts above the horizon.

In these appellations and many more lies man's honest, though perhaps unconscious, tribute to the latent power, delicate sensitivity, endurance, dependability, grace, energy, devotion, beauty and heart which he intuitively recognizes -- but alas, all too often takes for granted -- in woman.

And if he also speaks of Jeannette and Jane, Cora and Chloe when the hurricane comes sweeping up the coast in great swirling, whirling pirouettes, man is only paying tribute to the whimsicality, the unpredictability which makes this creature an eternally delightful challenge.

Ladies who are here, and through you all of those we wish were here, we deans salute you. We thank you as valued partners and as co-workers. Through you, we thank all of those

who for distances or other reasons cannot be here, and may we by our applause, my fellow colleagues, say thanks for the official record to our associate deans, our bosses. (Applause)

We in California have a habit sometime of sticking together. Traditionally we do. We heard just recently, for example of a contest that was held out in California. We love our colleagues from Texas, from Florida, and all of the other wonderful states. In fact, one of my California colleagues here today admitted with a great deal of chagrin that he ordered grapefruit only when he came away from California and could get Florida grapefruit. That is heresy of the rankest sort. (Laughter and applause)

But I heard of a contest out our way the other day in which we paid tribute to that great neighbor state of ours, Texas, by offering as a first prize for the contest an all expense paid one week's visit to the great state of Texas. The second prize was a two weeks' trip. (Laughter)

We had a west coast Deans Convention out at Riverside up at Lake Arrowhead in January, and my good colleague Hurford Stone, from the University of California at Berkeley, will report to you very briefly on that conference, and believe me, if he says anything about the present chairman, I deny it vehemently.

DEAN HURFORD E. STONE (University of California):  
Mr. Chairman, President Fred, Distinguished Guests, Deans, and Lovable Ladies: I should say first that the topic of my formal report is the new west coast satellite. After three years of successful experimentation in the non-pressurized days of late January, between semesters, a group of dedicated perimiter NASPA deans have accomplished a spectacular break-through in launching into orbit a brilliant new student personnel satellite, christened Weedon.

This designation, now declassified, may be revealed as actually the West Coast Deans Conference..

But true to tradition, let no one of us engaged in higher education ever refer to this, or any one of our many other organizations by the correct name.

Late in the dawn month of 1956, twenty-two frontier deans of NASPA west coast institutions slid stealthily down the Pacific slope from Washington, Oregon and far-flung



California, coming to rest in Berkeley for two days of secret consultations on their individual researches, trials and errors.

Again in the fading days of the first month of 1957, twenty-nine of the same type of explorers slipped on to the Berkeley campus for similar reports, confessions and deliberations.

I use the word "slid" for 1956 and "slipped" for 1957 advisedly, for on both occasions it was raining cloudbursts in Berkeley, much to the embarrassment of the host dean.

During each of these two conferences, the experimental motif towards a new satellite deans launching was prolonged, but this was kept secret with the intention to incur no criticism or loss of face by any abortive effort. Again and finally in the sunset days of January, 1958, these harassed but hardy deans met on a dry mountain top in southern California, the Lake Arrowhead University of California Conference center, where through the hospitality of Tom Broadbent, our numbers were augmented by brother deans from the state colleges to a total of 43. There the atmosphere was crystal clear, the altitude favorable, the wind absent, and according to our secretary's own notes, written at the time, "The Manhattans and the Martinis were powerful." So powerful in fact was this non-solid fuel that the immediate launching and successful launching into orbit of a new satellite, Weddon, was inevitable.

In other words, and much more briefly, as well as much more adequately, I may report officially this noon that for the past three years we have had very pleasant and profitable meetings of our west coast deans of students. Our experience has been so rewarding so as to lead us to set up an annual conference of these deans, which in January of 1959 will meet with Don DuShane and Ray Hawk at the University of Oregon.

Thank you, sir. (Applause)

CHAIRMAN BROADBENT: I think Hurford did not tell you that the 1956 conference was the one that set up the panty raid out on the Berkeley campus. (Laughter)

Whenever I am called on to present someone, I think of two instances. At a recent meeting I attended, when the student chairman announced that so and so would be the next speaker, and when he spoke he was so and so. Then she announced that Dean Broadbent would speak next, and left me somewhat flabbergasted

by the statement that "I am sure you will find him very interesting if he has anything to say." (Laughter) It is always a humbling experience.

Back in the days when our nation was founded and we elected our first president, there was a great deal of discussion as to how that first president should be introduced. Coming from the monarchical lands of England, there were some who felt he should be introduced as His Honor, or His Highness, or His Majesty, or by some other fitting title.

In the wisdom of that first great body, it was determined that the president of the United States was probably well enough known already that it would be unnecessary to enlarge upon his services, his qualifications, his contributions, with the result that the established introduction, with which we are all familiar, came into being and so we hear simply, "The President of the United States."

This morning you were, I am sure, thrilled as I was by the standing ovation that was given to the man who has served as Secretary of this organization since 1936 with such faithful devotion, with such imagination, and who has supplied continuing leadership over all of these years.

Following the very appropriate decision of that first body of law makers, I am going to introduce Fred Turner by simply saying, Ladies and Gentlemen, the President-Elect of NASPA.  
(Applause)

PRESIDENT-ELECT TURNER: Chairman Tom, Mr. Wright, Ladies and Gentlemen: It is my privilege and my pleasure to introduce the speaker this afternoon, Dr. Coleman Griffith.

Actually I have here two pages of material copied from Who's Who in America. I do not intend to read it. One thing I do note that is interesting, he was born in Guthrie Center, Bill. Guthrie Center, Iowa, not Ohio. That is a strange situation. There is a tie-in with our organization immediately.

He has his degrees from the University of Illinois -- that is, his earned degrees, but he has acquired some others by the honorary route. He did study at the University of Berlin in 1929, under a John Simon Guggenheim fellowship. He has been on the staff of the University of Illinois continuously since 1916, except the years when he has been loaned to other people

for various things. His present status is that of professor of educational psychology. He is a psychologist, and actually he combines practically every quality which we have talked about through the years when we have talked about what people should be to do this type of work or to do administration. He has written widely.

At the University of Illinois he was in the department of psychology and in the college of education as a professor. He has done some other very interesting things, one of which is that back in the earlier days when the Chicago Cubs was a good ball club, he did some tremendous work for them. I think the Chicago Cubs could very well afford to get him back for a few years and have some help from him because they need something, and perhaps he could provide it for them as he did in those earlier days.

He conducted for a number of years the Department of Institutional Research at the University of Illinois, which set a pattern for that type of thing. I think today you ask any member of the staff, whether it is the teaching staff or the administrative staff, what one man knows more about the University of Illinois than any other person, and I think it would be Dr. Coleman Griffith, because he really did a pioneering work there in institutional research, and the pattern he established has been copied widely and has been continued on our campus.

He served as professor for nine years. He was University Coordinator of the Army-Navy programs during the war years. He was an adviser to the War Manpower Commission. He was in Washington as Director of the Office of Statistical Information and Research, with the American Council on Education.

He is a member of a lot of different organizations and societies. He has written very widely, and I think with that I will give you his topic, which is "On Taking Student Personnel Services Seriously."

Let me say this to you before I present him to you: That here is a man who was trained in the discipline of psychology. Here is a man who has been in just about every phase of administration. I think he is a splendid example of the man who can speak to us from the standpoint of the man with the training in the psychological field, but who has had to spend most of his recent, and certainly more than recent, years in the straight field of serious administration. Yet throughout that period, Dr. Griffith has done the thing which we have all

hoped we might do, he has never quit teaching. He has been a student and a teacher all this time.

It is a great privilege to present to you Dr. Coleman Griffith. (Applause)

DR. COLEMAN R. GRIFFITH (Professor of Education, University of Illinois): Thank you very much, Fred. Mr. Chairman, Friends of the Future: I hope you will forgive me for choosing such a presumptuous title. Even more, I hope you will forgive me for taking the title seriously, especially at a time like this when we should be relaxed and somewhat cheerful.

I begin to suspect from what I hear about a talk given to you earlier in the day that perhaps the program committee made a mistake and put a serious talk to be given in a rather serious way at a time which should be rather leisurely and which would give you the kind of enjoyment that you ought to have.

I cannot refrain from one comment about Fred's remarks. All I can say about the Chicago Cubs is that they have never been the same since. (Laughter) I hope this is not going to be the case with this or other adventures.

"On Taking Student Personnel Services Seriously," it has occurred to me that as compared with the scope, depth and predictive power of current work in the natural sciences, one must confess that the mental, social and behavioral sciences are to be rated a very poor second. In spite of this, we have to make a further confession, so I believe that as compared with the scope, depth and predictive power of current work in the mental, social and behavioral sciences -- in learning theory, in mental growth, in the assessment of aptitudes, and in the motives, interests and circumstances that shape the roles we elect to play as persons -- the processes of education, the arts of teaching, of guidance and of counseling, must be rated far below a poor second.

I say this because I feel that never before in our national history have the actual practices of our colleges and universities been so far away from progress in the social, mental and behavioral sciences as they appear to be today. I confess my alarm about this situation because for the first time in our national history we are engaged in competition with another power which is mighty in its psychological and ideological power. In thinking about this sort of comparison and looking over the

country as I have during the past years, I have become impressed by the fact that the time is here. In fact, the time was here some years ago when we should begin in this country to take all phases of education much more seriously than we have taken them.

This initial note of gloom does not seem to leave us much to talk about. Yet, there is talk, an immense amount of it, and you have asked me to add my little quota to it. All kinds of characters, many of them known for nothing other than talk, have gone into orbit and started beeping the woes of education. This is not new. It has, among other things, simply shifted from our own inner spaces where convictions were sturdy, to outer space where the signals back and forth among us make more noise than sense.

We have taken education piously, with a profound sense of duty and with high hopes. We have even been in earnest about education; but we have not taken it seriously. We have taken it as young lovers might take each other, but with only a dim view of how current practice and policy might be related to future outcomes.

I have not been able to find a simple way to say what I want to say. Perhaps there is no simple way to speak of human nature and of the circumstances by which human nature can be managed or treated while it surges forward toward some sort of maturity. On the other hand, we might wake up some morning only to find that our failure to take education seriously as well as piously and earnestly means that we have been too simple in our words, too archaic in our concepts, and too full of habit in our methods.

It is easy to speak of the powers of the mind, of a birth donum in talent or special gift, of individual differences wrought into the very fabric of our being, of equal opportunity for all, of special opportunity for some, of the will to learn and to study, and of the intent, or complete lack of it, to pursue an intellectual life. Could it be that we take education seriously in what it gives us, but not in what we can get from it? As one of my friends has recently said: "What, then, is the business of the university? It is, in brief to expound to the able what is known about the great areas of human knowledge, and to explore with the able what is not known." But I seem to hear an echo. Must we passively wait until the able appear, or is there anything we can do to make more of them appear more often? Could it be that we have been forced into the mass production of trained brains so fast that we have not had the time

to take a good hard look at the meaning of what we were doing before the masses arrived? Or of what we should be doing now that they have arrived?

It has been our custom to say that the chief product of our colleges and universities has been a pool of earned degrees, a list of graduates in and from the main areas of learning. I do not wish to belittle this pool of earned degrees. It has been, and still is, bought at a dear price in money, energy and devotion. But we might say with equal force that the main product of our colleges and universities is an environment. What we really buy with educational moneys, and what we really attempt to manage, is a selected array of learning situations. This array is a very special series of circumstances which, by trial and error, has commended itself as a unique and necessary condition for mental growth.

If a college or university campus can be viewed in this manner, one can say that the most direct commodity bought and managed by our taxes, gifts and bursaries is a series of treatments. We expect, on a campus, to treat young people in ways that differ from the treatments they might get at home, in church or on the streets. If the treatments we buy do not differ in kind and scope from the treatments that happen to us, they at least differ in intensity and in systematic design. In the place of the random or scattered treatments of what used to be known as "the school of hard knocks," we now seek order, purpose, depth and careful selection of the treatments that will be called educational.

Now, if the word "treatment" is a proper word to use for the "goods" that are purchased and managed by colleges and universities -- for the prescriptions we write out on behalf of the developmental careers of youth -- then it seems to follow that the treatments devised for youth should be studied as completely as are the youth who are to be treated. More broadly, the situations in which youth are placed should be as fully described as are the resources which youth may summon to engage in transactions with these situations. As one of my colleagues has put it, "A study of the situations that act upon, or serve as treatments for, persons, should be at least as full and as systematic as is the study of the traits, abilities and talents of the persons who respond to these situations."

This means that it is neither wise nor fruitful to search for, and try to define, the unique character of the situations that act upon, or serve as treatments for, a person,

except in relation to that person; and one cannot hope to define, measure, or counsel a person in a valid way, or achieve predictive power about his future, except in reference to the design, texture, press or lack of press, and relevance of the situations in which schools place him. Each serves to identify the other; each is identifiable and manageable only as each remains in the person-in-his-situation field.

I do not propose to bore you with a recital of facts about these matters. If, however, the basic theme is correct, some of the sequels are full of interest. If I reduce them to the least number of words, I do so not in order to alarm but only in order to suggest that, in our diversified system of education with its diversified styles of treatments, for diversified youth, for diversified outcomes, there are some problems to be solved. I note, first, that for those colleges and universities which take education more seriously than others, teachers, advisers, counselors, guidance experts and all others who prescribe the treatments, are major ingredients of these treatments.

All of us -- but I speak mostly of the people who distrust what you are doing -- are members of the situations which act upon or serve as prescriptions for growing youth. All of us, therefore, are to be studied as intensively as are courses and curricula, or any of the other educative forces whatsoever. It is not enough to study housing, class attendance, right or wrong choices of courses of study, personal problems of adjustment, or even the measurable aptitudes of the youth being given the treatments. A full and systematic study of situations implies a full and systematic study of those who instruct, advise and pass judgment on students or who, in other ways, seek to manage the kinds of environments purchased with educational moneys. The questions about these people are: What are their explicit and implicit standards for assessing the young people to be treated? What special merits do assessors see in their best students and what are the assessor's bases of appraisal of faulty students? What models or patterns of personal qualities among students are most likely to be praised or blamed in terms of the models or patterns taken for granted by those who exercise the right to praise or blame?

The awesome facts are that the images which the "managers" of educational treatments have of their students do not correspond with the images which students have about themselves. Likewise, the images which students have about the "managers" around them do not correspond with the images that these "managers" have of themselves.

The experimenters are beginning to think of these ideas in terms of the word "congruence." There must be some kind of fit between those who provide treatments and those who are treated. The problem might be stated in this fashion. Suppose it were possible to define a cohort group of students at some modest level of measured intelligence, but also with befitting motives, interests, degrees of ego-involvement, or, basically, with a common desire to do well in the kinds of situations which a college can be expected to provide.

Furthermore, let it be assumed that equal care has been taken in the creation of a befitting series of treatments and in the selection of the staff which is to administer the treatments. In short, let it be assumed that there is congruence both between the realities and the images which compose such a situation. I believe you can see at once that this is precisely the sort of transactional arrangement which many colleges strive to create. Nevertheless, the studies show that we have not yet begun to analyze the dynamic complexities of it. We know that there are some small colleges, not notable for their severe selection of students, which continue to pour out a steady stream of highly competent students.

Before I comment further on this theme, I shall venture a sequence of words whose present meaning for me is nothing more than this: they say something about a problem which we had better begin to study with all speed. The words are as follows:

Each person will become just as much of a total person, and just as much of a particular kind of person, as the treatments administered to him will permit and sustain.

Here again, you will recognize a theme which is as old as any education at all. If we did not believe that each lesson plan, each word of advice, each moment of guidance, each excerpt from the wisdom of the race, did not serve somehow to manage the course of mental growth, the very heart would be cut out of the piety and the earnestness with which we take education.

Yet, how seriously have we taken the theme? How eagerly and wisely have we sought after the situational determinants of good and bad outcomes or, rather, of optimal and minimal outcomes of the basic commodity which it is the unique purpose of a system of education to purchase and manage? Could it be possible that there is a probability distribution of lethal and viable treatments which, for humane and cultural, rather than for biological purposes, is the origin of individual differences?



There is time for only a pair of examples. In order to simplify a very complex situation, let it be assumed that education now provides two types of treatments. We commonly speak of these as the scholastic or academic and the adjustive. Since there is a fairly good consensus about the scholastic or academic styles of treatment, we can salute them, and turn to the adjustive treatments. Here, there is great furor, as though it were a sin so to be treated, and so to grow under the treatment, that we acquire some sort of adjustive competence in being able to cope with nature, with other people and with our own selves. It is a sin even to think of the arts of the clinician in connection with higher education!

The sin, I believe, lies in ever having assumed that, instead of transacting business with the situations which, because of what we can become, are able to transact business with us, we are supposed to become adjusted to these situations. To me, this means that we shall deform human nature in order to make it conform.

My concern, however, runs somewhat more deeply than this. Whether we like it or not, we must face the fact that, even in its classrooms, a college is a social organism rather than a forum for logic. It is a place where images of self and of others screen ideas, memories, roles and interactions. For good or for ill, we all manage, within such an organism, to eke out for ourselves some sort of plan for living. Such a plan is our own way of mobilizing our capabilities, our systems of thought, belief and value, and our emotional weather conditions in a style, at a level of aspiration, and with an achieved degree of excellence, which will provide the one condition for continued learning, viz., the rewards and satisfactions that convert our efforts into the realities of performance.

The treatments we buy with educational funds, and especially the treatments identified as counseling and guidance, are the best means we have available for managing mobilizations of this sort. That is, they could be the best if we could but decide to take the dynamic processes of interaction between persons and their treatments as seriously as we take fission, fusion, tracers or hidden persuaders.

The words "interaction" and "transaction" are more meaningful than may appear on the surface. In olden times, before the severe analysis of situations and treatments became a lively problem to be solved, youth were classed as spectators

and possible masters of situations, rather than as participants. It was not quite proper to speak of situations as treatments at all. They were better spoken of as diets for consumption by those who could play the role of good consumers. The diets were taken from those edible portions of the wisdom of the race which came to be viewed as the staples of growth, like air or water. They were perfect foods because they were good for the growth of the mind, just as steak is good for the growth of the muscles. But things have changed. For better or for worse, the mental and behavioral sciences are now working under the assumption that, instead of being spectators of something we did not create -- a world order, the inner logic of the cosmos, the cyclic dramas of history, the classical curriculum, the fixed laws of morals, ethics and good manners -- the treatments we get require cumulative interactions and transactions with a world which is still "on the make." And if the world is still on the make, then so are we. That is, we could be, if we wanted it that way.

There have been varied notions about the relations between the two major classes of treatments -- the scholastic and the adjustive. We have gone through the whole gamut of opinion from the idea that if the scholastic treatments are effective, there will be no problem about the adjustive treatments, to the idea that adjustive treatments are a prior condition to scholastic treatments. In the raw words of the body, we hear with one ear that, if we would only use our heads, we could manage our viscera; and with the other ear we hear that, if we could just learn to manage our viscera, there would be some hope for our heads. I venture to suggest one of the few certainties of life, namely, that all either-or situations are plain evidence of fraud, confusion or ignorance. Since there could be no fraud or confusion in an audience of this type, I seem faintly to be intimating that there must be some ignorance.

There is always a sporting chance to survive where there is recognized ignorance. After thirty years of intense study of human nature, I want to confess my ignorance. But also, I should like to testify to a small bit of information. The information is that, in our honest efforts to understand students, and in our applause for the prior status of the individual in our society, we have not reconsidered individualism in the light of the treatments which may be the necessary conditions for achieving individuality. In fact, it might be possible that there are so many archaic features of our knowledge of youthful human nature that we would not any longer

know a good series of treatments if we saw them. Moreover, I fear that some of our friends do not want to know.

There is, first, the fact -- at least, I believe it to be a fact -- that the distance between the mental, social and behavioral sciences, on the one hand, and the arts of education, on the other, is now greater than at any time in our national history. There is, second, the fact -- at least I believe it to be a fact -- that such knowledge as has seeped into the practices of higher education -- knowledge about learning, social and peer group status, aspiration levels, ego-involvement, choices between prompt and delayed rewards, personality structures, choices of basic intellectual, artistic, verbal, motor, mathematical and other roles -- is bandied about as a form of lip service which, instead of meaning acceptance, is really a subtle mode of rejection. It might even be a protective coloration against the responsibility that would accrue to all of us were we to take our form of education as seriously as the communists say they are taking theirs.

As an example of what I mean, I will venture one illustration. If we take the critics of higher education at their word, they are really giving us a definition of the best of all possible schedules of treatment. This definition was achieved with one eye on the most suitable portions of the wisdom of the race, while the other eye was on a rather severe definition of the most educable. The congruence between the treatments and the most educable was established before we sought actually to convert an ideal of universal education into all the realities of a practical and operating system of universal education.

If it is valid to say that this has now become a special case of the total problem of congruence, we can see easily enough why the special case of the total problem of congruence, we can see easily enough why the special case has turned into a "screen" designed to sift out the able from the unable. It follows, almost by axiom, that all other types of possible congruence between treatments and the idea of educability are a violation of the laws of heredity or of some metaphysical view of the nature of human nature.

Nevertheless, these other types of congruence are all around us. I suggest that they are real and productive. They will stay with us because the "needs of society" demand them. I will even suggest that they will stay with us because the full potentials of human nature can be realized in no other way. This is not to discount, by one iota, the scholastic class of

treatments. It simply magnifies the importance of adjustive treatments.

Lest I appear to be too dismal, or set the stage for a human and social problem too great to be solved, in the foreseeable future, I would like to end on a more hopeful note. At the outset, I quoted from a friend who spoke of expounding to, and exploring with, the able the great areas of human knowledge.

This theme creates a clear option. Is it a function of a college to choose only the able, or should some provision be made so to manage treatments that the able can appear?

From all the assessments that are being made of aptitude, drive, social and adjustive roles, and syndromes of personality types, I would draw this general observation. Treatments can be orderly, directed, restricted in scope and, above all, continuous over a considerable period of time. On the other hand, treatments can be casual, pragmatic, highly diversified and, above all, scattered, both in the catalogues of courses offered, and in the required and elective choices of a student's program.

With respect to this observation, these notes are worthy of record. Where there have been treatments of the first type, there can be tests of aptitude and trait which separate the superior from the inferior. These tests have considerable predictive power for future success. It would seem to follow that, where there have been treatments of the second type, all students appear to be inferior and no tests with predictive power can be or, at least, none have been, devised. Neither of these sequels appears to be correct.

The general theme runs as follows. For any series of treatments that can be continued on an orderly and forward-moving schedule, a congruent array of aptitudes, adjustive roles and personality traits will emerge and become more highly stabilized. In this event, and by a prior definition both of the able and of the conditions under which the able are produced, assessments can be made of ability, and schools can be organized, both in order to select the able, and in order to continue the kind of treatments that befit the able. This is the plan of operation of the prestige schools.

At the same time, other patterns of treatment arouse their own kinds of aptitudes, adjustive roles and personality

traits. It is not easy to assess these outcomes; and where they can be assessed, they are not highly predictive; but to say that their value is zero is to sell human nature short. Outside of formal education -- as in business, industry, the arts, the managerial occupations, the military, and in all of those areas of life where makers of policies, strategies, and persuasions must thrive -- the realists about education, those who use educated personnel, have found that they cannot afford to sell human nature short. It is time that educators also became realists -- realists with respect to the scientific data that are now at their command.

All I have tried to say up to this point is that we are far, perhaps very far, from having come to the end of the problems that will arise when we begin to take education seriously. We may be even farther from the problems that will arise when we begin to take guidance and student personnel services seriously. The "we" in this case is not this particular audience but the vast audience beyond you -- the whole corps of people who are salient features of the treatments which colleges and universities purchase and strive to manage in behalf of our students. It is so easy to fall into the role of little gods who think they can take an "outside," that is, detached view of students vis a vis their treatments, and who, because of this outside view, may not know how lethal or viable they themselves are as ingredients of the treatments they give to students.

I close with some comments from one of the very few men who has sought fully to trace the situational and cultural origins both of greatness in talent and greatness in education. Werner Jaeger writes:

"Every nation which has reached a certain state of development is instinctively impelled to practice education. Education is the process by which a community preserves and transmits its physical and intellectual character. For the individual passes away, but the type remains. The natural process of transmission from one generation to another ensures the perpetuation of the physical characteristics of animals and men; but men can transmit their social and intellectual nature only by exercising the qualities through which they created it -- reason and conscious will.

"Through the exercise of these qualities man commands a freedom of development which is impossible to other living creatures -- if we disregard the theory of prehistoric mutations in species and confine ourselves to the world of experience.

By deliberate training even the physical nature of the human race can alter, and can acquire a higher range of abilities.

"But the human mind has infinitely richer potentials of development. As man becomes increasingly aware of his own powers, he strives by learning more of the two worlds, the world without him and the world within, to create for himself the best kind of life. His peculiar nature, a combination of body and mind, creates special conditions governing the maintenance and transmission of his type, and imposes on him a special set of formative processes, physical and mental, which we denote as a whole by the name of education. Education, as practiced by man, is inspired by the same creative and directive vital force which impels every natural species to maintain and preserve its own type; but it is raised to a far higher power by the deliberate effort of human knowledge and will to attain a known end."

Thank you very much. (Prolonged applause)

CHAIRMAN BROADBENT: Thank you, Dr. Griffith. You have given us much to think about, and much that is provocative. I am sure we shall all look forward to the official transcript of this conference in order that we may read again and again the material which you have brought us and which will stimulate us as we strive to fulfill our important mission.

To you, Mr. Wright, we say we are honored by your presence, and we are grateful to Mr. Griffith for his presence here.

I have been asked by President DuShane to call this group into official session for just a few moments in order that we might hear the report of Commission V, since the chairman of that commission will be unable to be with us for the business meeting tomorrow. May I at this time recognize Dean Glen Nygreen, Chairman of Commission V.

DEAN GLEN T. NYGREEN (Chairman, Commission No. V): Thank you. I apologize for the necessity of keeping you all here in this hot room for a few minutes longer.

Following the careful reasoning and provocative address of Dr. Coleman Griffith, I think the action on the recommendations of Commission V are appropriate at this time. Commission V, as you know, is the Commission on Relationships with the Field of Social Sciences. The reason for the necessity of speaking to you now is not to present the detailed report of

the work of this Commission but to ask for your approval of a series of six recommendations. This approval is necessary in order that the work of the Commission might go on, and that the Executive Committee might be authorized to take certain actions to implement these.

Commission V was originally appointed several years ago because of the concern of our past presidents and members of the executive committee that we needed to have just the kind of feed-back from these research areas as some of those which we have been getting in this meeting.

In defining what was meant originally by social sciences, it was the belief of the commission during this year that it might be more communicative all the way around if instead of referring to social sciences, we referred to the title of the Commission as the Commission on Relationships of NASPA with the Behavioral Sciences.

I think this needs no particular elaboration at this point. I am sure you all understand why. It defines a little better where our relationships are to go, and defines more clearly the work of the members of next year's commission. Therefore, Chairman Tom, I move the approval of this change in the name of the Commission.

CHAIRMAN BROADBENT: You have heard the motion. Is there a second?

DEAN McLEOD: Seconded.

CHAIRMAN BROADBENT: Is there any discussion on this motion? [The question was called] All in favor of the motion say "aye." Opposed. The ayes have it.

DEAN NYGREEN: Thank you, Tom. This is a good railroad.

There has been discussion in a number of our sessions at the interested group meetings in this Conference that perhaps the leadership of our Association ought to give some thought to the publication of a journal. Now it has been the thinking of a good many people that there is no need for another Journal of articles and book reviews, but there is some need to help busy administrators and their staffs peruse the extensive literature which appears in a bewildering variety of journals, many of them in the substantive academic disciplines, some of them in

the special interest periodicals of foundations, and even such groups as alumni associations.

There does appear to be at the moment a proposal before the Carnegie Corporation, stemming originally from the Western Personnel Institute, that some funds be provided, following initial studies, for the development and printing of a journal tentatively labeled now as a student personnel digest. There is some discontent with the name "digest," and some discontent with an alternative suggestion that this be labeled "Abstracts," but in order that our representatives and our officers might be fully authorized to pursue this development in a way to be of maximum service to you, the members of the Association, we in Commission V recommend and request that the executive committee of NASPA be authorized to take all pertinent actions necessary to support and secure early publication of a student personnel review publication, as recommended by President DuShane in his presidential address. Mr. Chairman, I move adoption of this recommendation.

DEAN BEATTY (Pomona College): Seconded.

CHAIRMAN BROADBENT: You have heard the motion. Is there any discussion? Hearing no request for discussion, all those in favor of the motion say, "aye." Opposed. Again it is carried unanimously.

DEAN NYGREEN: Thank you, Tom. The next item has to do with a method of procedure of the work of this Commission. You all are reluctant to consider further questionnaires and other necessary correspondence that goes across your desk, yet this Commission feels it is inadequate to know exactly how to proceed in informing you, and working for you without some help from you.

It is in the attaining of this cooperation and assistance which will involve every one of you and enable us to be of service that we ask your approval of this recommendation: That Commission V be authorized to proceed immediately to seek the cooperation of the membership of NASPA in studying their training backgrounds and academic identifications. This data is necessary to the further development of effective and productive relationships between NASPA and the several behavioral science fields.

Chairman Tom, I move the adoption of this recommendation.



CHAIRMAN BROADBENT: May I ask, President DuShane, does the Commission not already have this authority? Does this require a motion?

PRESIDENT DuSHANE: This would strengthen its hand and approach.

CHAIRMAN BROADBENT: It seems to be in order as a means of strengthening the Commission's hand and giving them the approval of the group. Do I hear a second for this motion?

DEAN ROBERT E. BATES (Colorado State University): I second the motion.

CHAIRMAN BROADBENT: Any discussion? All in favor say, "aye." Opposed. Once again, unanimously carried.

DEAN NYGREEN: Thank you, Tom. Now I shall offer the final three recommendations of the Commission as a group. They will not need individual action, I think. They will need a word of explanation each one, and we will be through.

One thing which has concerned us a little bit is the perception which some of our academic colleagues have of student personnel administrators. We think perhaps we ought to know something more about this, and so our fourth recommendation is that Commission V be directed to study the attitudes, expectations and perceptions of academic behavioral scientists toward student personnel administration, and to report to our next annual meeting on how these relevant other groups see us and our functioning. Frankly, we think this might be a real eye opener to a lot of people, including ourselves.

In trying to define further the work of this Commission we offer this recommendation as a statement of our belief in what our job is. If there is any quarrel, we should like very much to hear it. We conceive it to be the business of this Commission to explore ways and means by which student personnel administrators may contribute directly to research in the behavioral sciences. We also believe it to be our business to seek the opinions and findings of social scientists on issues and problems central to student personnel administration, and to circulate these among our membership.

We ask the approval of the Association of our proceeding in these two directions. We do not know just how ambitious this will get, but we think it is to this Commission that you

would naturally look for some functioning in this area, in these ways which I have described.

Finally, the Commission is concerned that we consider carefully the principles and the limits governing the proper use of student personnel records and facilities in research efforts. It is our intention to prepare a statement of these principles and limitations for presentation and consideration for adoption at our next annual meeting. Certainly, you will all be involved in the development of this, but all of us who work on college campuses know that cooperation is a two-way street, and that we need to find some way by which we can say to our behavioral science colleagues that our facilities are open to them, within certain limitations, and we should establish this.

With that brief statement, Chairman Tom, I move the adoption of these last three recommendations.

CHAIRMAN BROADBENT: Thank you. We have a motion for the adoption of Commission V recommendations and report.

DEAN ALLEN (Texas Technological College): Seconded.

CHAIRMAN BROADBENT: Any discussion? All in favor; opposed. It is carried. I wish we could get our faculty and student body sometime to be just as unanimous as you people are. It is wonderful.

I have just been informed that Mrs. Coleman Griffith is with us. We do want to express to her our appreciation of her being here, having joined us, and we extend to her a most hearty welcome.

Now are there any announcements? I hope not. (Laughter) With that then, in the words of one of my good colleagues, may I simply wish that you may live as long as you like, and that you may laugh as long as you live. You are now adjourned.

... The Conference recessed at two-twenty o'clock ...

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## ANNUAL BANQUET SESSION

Tuesday, April 15, 1958

The Annual Banquet Session convened at seven-five o'clock, President DuShane presiding.

PRESIDENT DuSHANE: In 1940 when I went to my first NADAM meeting in Albuquerque, New Mexico, up in one of the corridors in the little Hilton Hotel there, I met Vic Moore's legacy to NADAM. He is one of the dedicated men we talk about and we think about and we revere when we look back over our forty years of history. The invocation tonight is going to be given by Arno Nowotny, Dean of Student Life and Welfare, University of Texas.

DEAN ARNO NOWOTNY (University of Texas): Our Father, we are grateful for the opportunity to attend this 40th anniversary conference. Some of us are here for the first time, and many for 30 and 40 occasions.

May we leave here with a new faith in the youth of America, and rededicated to the purpose of building a finer and stronger America; a finer race, a finer mankind. In Thy name we ask it. Amen.

... Dinner was served ...

PRESIDENT DuSHANE: My only remaining task this evening is a very happy one because I have now to introduce some one from an institution of academic excellence and institutional integrity who is a personal friend of mine, who is a professional benefactor to me and my institution, who is a verbal prestidigitator, who is a post "brandial" pastmaster, who will be our Toastmaster for tonight, Don Winbigler of Stanford University, the Association's first President Designate. (Applause)

TOASTMASTER H. DONALD WINBIGLER (Stanford University): President Don, Members of NASPA, Distinguished Guests, Ladies and Gentlemen: That introduction recalled to my mind the very famous story of Chauncey Depew, who was introducing William Howard Taft, and as many of you are old enough to know, William Howard Taft was a man very generously endowed, at least physically. Depew's introduction was extravagant and ended with the statement that William Howard Taft was in Mr. Depew's mind and opinion a very pregnant statesman; as a matter of fact, the most pregnant statesman in America at that time. (Laughter)

Mr. Taft rose with some discomfort and said, as a matter of fact, he was pregnant, but he did not realize that it was known. (Laughter) But he wished Mr. Depew to know that if it turned out to be a boy he would be named George Washington after the father of his country. (Laughter) If it turned out to be a girl, it would be named Betsy Ross, after the maker of the first flag. But if, said Mr. Taft, it turned out to be just wind, it would be named Chauncey Depew. (Laughter)

Now I should like to begin the proceedings this evening on a somewhat solemn note, (laughter) and take special note of the presence in our midst of some neophyte deans and first time attenders at our Conference. Time was when NASPA, as you have heard, was a very small and fraternal order which could give very personal attention at these meetings to the pledgees.

We have, however somewhat reluctantly, accepted our professional responsibilities for maturity, and beyond a meeting on Sunday for the newcomers we have not been able to give the newcomers quite the attention that we would like.

Therefore, I would like the neophyte and first timers to rise and give us a chance to recognize them, and would all you "two-timers" please applaud. (Applause as the neophyte deans arose)

We hope that you who wear the green ribbons will be back with us often, that you have not been disillusioned by what you heard here. We hope that you have been given adequate advice to meet the problems which many of you are facing, even though we realize that the offering of advice certainly has perils.

There was a sixth grade boy who had difficulty in writing his English themes. He was able to write an outline all right, and he was able to write two or three key sentences, but he was never able to put the flesh on the outline. One day his teacher assigned him to write an essay on Socrates and gave many, many sources from which to work, but still the lad came back with an essay which contained only three sentences. He was sure that this told the whole story. These sentences were: "Socrates was a Greek. He went around giving people advice. They poisoned him." (Laughter)

Deans, of course, give advice very freely, notwithstanding the fact that it is to their great peril. We hope the advice you received here has been advice which you wanted,

because we know advice gratuitously given can be deadly. Hugh Gibson tells that when he visited a family and was puzzled about how to express his gratitude, it occurred to him that a book as a gift to the young lady of the house might be advisable, and he selected a book on penguins which looked very attractive to him, and sent it as a gift to the precocious young lady of the house. But there was no word of appreciation. Six months later he went back and he ventured to ask whether she had liked the book, and she said, "What book?" He said, "The book on penguins." She thought a minute and said, "Oh yes, well to tell you the truth, Mr. Gibson, that book contained more about penguins than I should like to know." (Laughter)

But being a dean calls for deep understanding and capacity to empathize with others.

When I was a lad, I grew up in western Illinois. Certain facilities were somewhat more primitive than they are today. Certain facilities which currently are in-doors were then out-doors, and there were certain traditions which took place about Halloween time, and it was great fun for some of the boys to overturn certain of the outdoor facilities. This was a certain ritual which was carried out faithfully.

A friend of mine, a contemporary of mine, went out on one of these excursions one evening, and when they turned over all the facilities which they could find elsewhere, they turned to his family facility and turned it over.

The next morning he was surprised to be called to task by his father, who seemed to know that he had been involved in this. The lad decided that honesty must be the best policy, so he confessed immediately and said, "Father, I did it. I will have to tell you. I know it was not very wise of me to do this, but I did it."

He was even more surprised when his dad took him out to the woodshed and gave him a very sound thrashing. When the tears were dried, my friend turned to his dad in disillusionment and said, "But, Dad, I told you the truth, and I think you should give me credit for it. After all, when George Washington confessed to his father that he cut down the cherry tree, his father didn't whip him."

"But," said the father, "that's different. Father Washington was not in the cherry tree when he cut it down."  
(Laughter)

To you neophytes I should say that being a dean also calls for a severe tasking of one's powers of supposition. I know that many of you have been in the position of finding it very difficult to explain some very delicate matters to young people. There was one young lady who had her first date at the age of eighteen and her mother was very much concerned about her responsibilities. She knew that this involved a great many risks, and she called her daughter in to talk to her, and found it even more difficult than it is proverbially supposed to be for fathers to talk to sons.

She explained that when Mary went out with John, she would probably find that after the dance John would suggest that she go for a ride, and she said, "Now mother won't worry about this at all, but John will probably propose that you go up on the bluff overlooking the city, and mother won't worry about this, because after all, it is very lovely up there. And John will probably propose that you park on the bluff overlooking the town. The lights are lovely, and mother won't worry particularly about this. But John will probably lay his hand on your knee and mother will begin to worry just a little about this. And then John will probably propose that you put your head on his shoulder, and mother will really begin to worry about this," and she proceeded with certain other alternatives, possibilities and outlined the dire risks involved.

The time came for the date, and it went very much according to the script. True, John did propose that they go for a drive, and that they go up on the bluff and that they park, and John did put his hand on her knee, and John did propose that she put her head on his shoulder. At this point, Mary who had learned her lesson very well, said, "John, this is as far as I can go. From here on out, you put your head on my shoulder, and let your mother worry." (Laughter)

Being a dean also tasks one's powers of persuasion to deans. There was a Presbyterian preacher who found himself in the position of going through his third capital fund drive to raise funds for a new church. He had no enthusiasm for it. The first two times he had thrown his whole soul into this, but he somehow or other could not face the arduous labor involved in a fund drive. So Saturday, before the fund drive was to start, he prayed and prayed and finally got an inspiration. He went into the church and wired the pews at various points on certain low voltage circuits connected with various buttons underneath the pulpit desk.

So Sunday morning he arose to announce that the campaign was to get underway that afternoon. He said, "Now I am sure that when you receive the appeal you will respond. There are many of you here who have been exceedingly well blessed by the Lord. In fact, I am sure that there are some of you who could give \$25,000.00 to this campaign with no pain to yourselves whatever." With that he reached under the pulpit desk and pressed the first button. There were ten people scattered throughout the audience who immediately jumped to their feet with their hands up. (Laughter)

The minister praised God, took down their names and the amounts. (Laughter)

"Now, he said, there are a certain number of you who have been blessed not quite so much perhaps, but who might be able to give \$20,000.00 without any real duress," and he punched the second button, and that time there were fifteen whose hands flew into the air.

So it went, down to the \$5.00 customers. The minister totaled up the amounts, discovered they had over-subscribed the entire building, and he dismissed the congregation in thankful prayer. The congregation all filed out of the church, shaking their heads in wonderment, and disbelief -- all except McTavish who sat in the back row electrocuted. (Laughter)

To you neophytes I should say also that being a dean calls for the capacity to be philosophic in the face of adversities. There is a president of a prominent New England Institution who loves to tell this story on himself. He and his family, including his mother-in-law, like to vacation on the New England shores, and the mother-in-law loved to swim. They were on a holiday, and the mother-in-law spent many hours a day out in the surf.

He got a sudden call near the end of their holiday that he had to get back to the office in a hurry. The family suddenly packed their belongings, but when they looked for the mother-in-law, she was not there. They searched the beach and could not find any trace of her, but they had to go so they packed up their belongings, leaving word with the coast guard to continue the search and wire the results.

When he got back to the office there was a telegram waiting which read: "Located the body in 16-feet of water with seven lobsters attached. Please wire instructions." After some

deliberation, this president wired back, "Send me the lobsters by American express and set her again." (Laughter)

Now I hope that you, as new deans of students, or student personnel administrators will take all these lessons to heart, but I caution you, particularly, not to do as these old deans do, but do as they say.

We are particularly fortunate to have with us tonight a group known as the Singing Hoosiers and the Queens of Indiana. They are under the direction of Professor George Krueger, of the Department of Music of Indiana University. I think they are in the anteroom ready to appear. Professor Krueger, will you introduce the numbers.

... The Singing Hoosiers and Queens of Indiana University, under the direction of Professor George Krueger, Department of Music, entertained the delegation with some wonderful musical selections ...

TOASTMASTER WINBIGLER: It would be superfluous for me to try to elaborate on our expression of appreciation to Professor Krueger and the Singing Hoosiers and Queens of Indiana. It is now my pleasure to introduce the individuals at the head table.

... The Guests and Officers at the head table were introduced ...

TOASTMASTER WINBIGLER: In our presidential address you heard about some of our great story tellers of all time. Many of us were particularly pleased that one of these story tellers who was named in Don DuShane's address has shown up and is with us tonight. He has been prevailed upon impromptu to give us a couple of James Whitcomb Riley selections, George Davis. (Applause)

I think everyone knows the identity of the person I was mentioning, but just in case there is someone so ignorant who does not, may I say that this is an Iowan who is more Hoosier than any native Indianan, George Davis. (Applause)

DIRECTOR GEORGE DAVIS (Purdue University): Mr. Toastmaster, let me compliment the Toastmaster first in handling a delicate situation in a thoroughly inoffensive manner. I refer of course to his description of certain Halloween antics. But in Indiana, Mr. Toastmaster, the outdoor facilities to which



you refer are openly known as outhouses in Indiana. (Laughter) Come Halloween time the boys not only push over the outhouses in Indiana, if they meet an old gentleman with halitosis they will also push him over. (Laughter)

I have been told that I have about four minutes to give you a couple of Riley's little poems, and I am particularly pleased that you came in the springtime. I hope you have been able to get out and see some of the maple trees that are beginning to show red, and the willow trees that are already in blossom, and some of the flowers that are almost blooming in this part of the state, about two weeks earlier than in our part of the state.

Mr. Riley wrote a little poem which is descriptive of Spring in Indiana, which I want to pass on to you. He titled this poem, "Hoosier Spring Poetry."

... Director Davis entertained the delegation with selections from James Whitcomb Riley ...

DIRECTOR DAVIS: I presume Mr. Riley's reputation grew out of his dialect poems primarily, but he did not restrict himself to dialect, and I want to read one of his poems that is not in dialect. Mr. Marcus Dickie, who was his manager and later became his biographer, tells me that to appreciate this story you should think of it as a letter of information, a letter to his brother John who, by the time this letter was written, had moved from Indiana to Kansas. So if you will think of it as a letter of information, it may have a little different meaning for you than it has previously had. This is Mr. Riley's "Out to Old Aunt Marys." [Presented the poem]

I think I have just time left to include "As My Uncle Used to Say," which is a pretty good bit of philosophy. [Presented the poem] Thank you. (Prolonged applause)

TOASTMASTER WINBIGLER: Thank you, George, you are a great artist and we love you.

... Conference announcements ...

TOASTMASTER WINBIGLER: Now a very important announcement and presentation from our President-Elect, Fred Turner.

PRESIDENT-ELECT TURNER: Chairman Don, I would like to ask the Officers who were elected this morning to rise and then I want to name the new members of the Executive Committee for

the coming year. I will call their names, and as I call the names, if they will rise, then if you wish to applaud, you may do so.

President-Designate Winbigler has been on his feet so much, that I think we will let him rest for a little bit. Jack Clevenger from Washington State has already been up. Bill Guthrie from Ohio State, Vice President; Carl Knox, the new Secretary-Treasurer, Miami University; and John Hocutt, the Conference Chairman. Then ex-officio, Don DuShane, who continues on the Executive Committee, and here are two carry-over members, Les Rollins of Harvard and Vic Yanitelli of Fordham. These are carry over members. Then we have four new members:

M. L. Huit, University of Iowa  
 Wm. D'O. Lippincott, Princeton University  
 Russell R. Oglesby, Florida State University  
 Mark Weldon Smith, Denison University.

This will be your officer and executive committee group for the coming year. (Applause)

Incidentally, just to give them something to think about, within a reasonable hour, the time which will be announced by Don, within a reasonable hour after the meeting tonight there will be a meeting of the Executive Committee in Don DuShane's room, 4008, and the time will be announced by Don.

TOASTMASTER WINBIGLER: Thank you, Fred.

I have been very much impressed with the quality of the convention program thus far. In fact, I think it might be appropriate if, as master of ceremonies on this occasion, I tried to summarize what I have received from the convention program from the many fine talks which have been given to date.

I have one little difficulty, and that is that I took such ample notes that I ran out of notepaper in my pocket, and I found it necessary to write over it a second time, and then in some cases over it a third time, and found it a little bit difficult to interpret some of the notes which I made. But I was sufficiently impressed with them so that I would like to share them with you as you go into the final stretch of this convention program.

I noted, for example that Don started off the

conference with a bang with his magnificent president's address. He found that, like Jack Benney, after forty responsibilities are greater and burdens increase, but also like Jack he found that after forty it is difficult to keep up the old zip. In fact, Don publicly proclaimed and admitted that he felt the need of Vigoro. (Laughter) He claims that he has all his marbles, but as a footnote he stated that he preferred marbles that were football shaped. I think that is the way he expressed it. (Laughter)

In Oregon they are experimenting with stretching English instructors. I hope that they will report on the progress of this. I think some of the rest of us would like to get in on this activity. (Laughter)

Bob Shaffer told us that it cost \$60,000 for us to attend this convention, not to mention the cost of listening to the speeches. Don then advised all of us to spend the next free weekend with Ruth Barry and Beverly Wolfe. (Laughter) I don't know how this is to be done.

If that were not enough of a design for living, the women of the Philippines are calling for Strozier. (Laughter) Professor Cuber thinks we should be more energetic about recruiting students from the lower classes. Strozier recommends, for example, the mason de pax, strictly high class of course. (Laughter) But Mr. Wright insisted that management is a profession too. (Laughter)

President Conant, we are told, is concerned about the relative position of the whale and the elephant. DuShane denies that NASPA is an elephant. After all, everyone can see which way we are not headed. (Laughter)

Bob Strozier said that every dean should spend at least half his time in riotous living, and urges us all to learn how to play. Harry Nachtigal urges us to love the students. Dr. Cuber's statistics show that they need it badly. (Laughter) Dr. Cuber stresses that the student culture is a prime educational factor in the college and university. Noble Hendrix is very much impressed with this, and after the nineteenth announcement he says he wants to peak under the students' cultural blankets. (Laughter)

DuShane calls for a 36-hour day for deans, and a 30-minute night for students. Of course, that won't solve the problem. When you are young thirty minutes is long enough -- (Laughter) for most any kinds of devilment. (Laughter)

Dr. Cuber quotes Riecceman in saying that there is emerging in America a standard other-directed personality. Strozier pictures the deans as whirling in outer space, and Ted Baldwin asks plaintively, where are all the dirty bastards? (Laughter) But Mr. Moorhead Wright demands that Ted throw out all personality stereotypes, so he will have to stop that kind of language. (Laughter)

At Ball State, says Miss Lois Schumm, they have achieved the utopian idea, they do not have a lot of rules you have to break. Nobody cares when a girl comes in late without her pink slip or even her blue slip. (Laughter)

Tom Broadbent is pleasantly preoccupied with the up-swept tail fins of wives of other deans. (Laughter) Mrs. Broadbent has advised me by telegraph this afternoon that she is going to give him a Maine flashlight for Christmas. (Laughter)

Dr. Griffith, in his keenly penetrating and analytical address, warned us about getting too well adjusted to our educational sins. He called for more, and better treatments. But Mr. Wright said abruptly, "Don't bring any of that stuff in here." (Laughter)

My last note is that Bob Strozier in his keynote address graphically described the deans' dilemma when he urged us to quench our thirst for knowledge, but beware of getting tired of administration. (Laughter)

Well, you will have to rely on Leo for the rest of this, but I hope this will serve to bring you up to date at least.

We are very much honored to have tonight as our speaker Mr. Eugene M. Zuckert, a native of New York City, who received his early education in and about New York. His prep school work was at the Salisbury School. He received a B.A. from Yale; LL.B from Yale with a certificate for completion of the combined law-business course at Harvard and Yale. At Yale he was a member of the Beta Theta Pi Fraternity.

Mr. Zuckert is a member of the bar in Connecticut, New York and the District of Columbia, and has practiced in these states, although most of his professional career has been devoted to public service.

From 1937 to 1940 he was attorney for the U. S. Securities and Exchange Commission at Washington and New York. For

the next four years he was instructor in relations of government and business at the Harvard Graduate School of Business Administration, serving as Assistant Professor and later as Assistant Dean of the School. During this period he also served as administrative head of the first advanced management course ever given at the Harvard Graduate School. In addition, while a member of the Harvard faculty, Mr. Zuckert served as a special consultant to the Commanding General of the Air Force in developing statistical controls. He was an instructor in the Army Air Forces Statistical Control School at Harvard, which trained more than 3,000 Air Force officers, and he served at various Air Force bases in the United States on special assignments for the Air Force's Commanding General.

From 1944 to 1945, he served in the office of the Chief of Naval Operations as a lieutenant (jg) in connection with the Navy's inventory control program. Released from the Navy in September, 1945, to become Executive Assistant to the Administrator of the Surplus Property Administration, under Stuart Symington. When Mr. Symington assumed office as Assistant Secretary of War for Air in February, 1946, Mr. Zuckert became his Special Assistant. After the National Security Act of 1947 became operative in September, 1947, and the Air Force became co-equal with the Army and the Navy in the National Defense establishment, Mr. Symington was appointed the first Secretary of the Air Force, and Mr. Zuckert on September 26, 1947, took the oath as Assistant Secretary of the Air Force. In July, 1948 he served on a committee set up by the then Secretary of Defense James Forrestal to establish a unified court martial code for the military services.

He was appointed a member of the U. S. Atomic Energy Commission January 21, 1952, and served until June 30, 1954, when he retired from that post. Since that time he has been engaged as an atomic energy consultant and attorney. With others, he organized Information for Industry, Inc., a company engaged in the technical information field whose first publications are a Chemical Patents Index and an Electronics Patents Index. He is also Director of AMF Atomics, Canada, the atomic energy subsidiary of the American Machine and Foundry, Inc. (Monon Railroad), and serves as Chairman of the Technical Advisory Committee of Axe-Houghton Science and Electronics Fund. He is the author, with Arnold Kramish of the book Atomic Energy for Your Business. He is a member of the Executive Council of the Yale Law School Association, and a trustee of Landon School, Bethesda, Maryland.

He is also a director of the railroad on which President Don DuShane took his sentimental journey, the Monon. But

I am informed reliably that he and Mrs. Zuckert chose to come here by auto. (Laughter)

One other bit of information. Mr. Zuckert apparently is suggestible. He allowed John Hocutt to dictate his title, but then indicated that he had a mind of his own. John proposed the title "Impacts of the Atomic Age on Higher Education." Mr. Zuckert promptly replied that he requested a revision. The revised title is "Some Impacts of the Atomic Age on Higher Education." (Laughter)

We are very much pleased and delighted to have you with us tonight, and I now give you Mr. Eugene M. Zuckert. (Applause)

MR. EUGENE M. ZUCKERT (Management Consultant): Mr. Toastmaster, Ladies and Gentlemen: First of all, may I thank the Toastmaster for that full recitation of my past sins and complete biography. It does not really seem that long, but I guess it was, that all those things happened.

I would be less than sensitive if I did not wonder a little bit what you are wondering as I stand up here today. I have been through this program today and I am a full man, and I am wondering if you do not feel somewhat the same way, and wondering what this guy can say that could possibly be of interest at this hour, after such an enjoyable day.

In fact, at the moment I am my second choice to be up here. I say that, and I am reminded of an incident that happened in church down in Virginia where they were trying to find out who should be the next pastor, and they decided they would have a competition, with people coming in to give sermons week after week, and then they would finally pick the pastor who was going to be the winner.

This one enthusiastic young man got up there and he gave this hour and a half sermon, and after the service was over he went around to try to sense and get a feeling of the opinion as to how he went over. He found a fellow he thought was the most intelligent looking. He went up to him and said, "How do you do, sir." The man said, "How do you do." After a moment of silence the parishoner said, "You know, that was a powerful sermon you gave today." He said, "You know, you're my second choice for the new pastor." The candidate said, "Well I'm most honored that you should say that on such a short acquaintance. May I ask, who is your first choice?" He said, "Oh just anybody." (Laughter)

You know, it is kind of rough when you stand up here and you have heard Moorhead Wright steal all the things you had to say, and say them better than you would have said them; and then hear the beautiful singing we had, and learn when you are going to give a small eulogy of a certain friend of yours from the Harvard Business School, who now must remain nameless, after this noon, I gathered, that this has already been done too. And in struggling for some rapport with this audience at this occasion, I do want to say that I have been somewhat in your position with this same gentleman who shall be nameless, from the Harvard Business School, and I learned a lot from him, because we did not have anybody who had the job specifically of counseling students, so all of the assistant deans had this responsibility. I learned a lot as assistant dean, and I think I have somewhat of a real appreciation for the job that you men have to do, and I learned much of what I did find out from this same gentleman, who of course is Les Rollins. And this is the deeply human value of what you do.

I remember the cynicism with which I greeted Les's efforts and enthusiasm when I first encountered them. When I watched the results in terms of the people he re-directed, the people whose abilities he was able to bring to the fore, I became a firm believer, and I know this is what you do, and I know the tremendous value of it.

There is a fellow that you cannot help think of these things as you go through life. Some of the experiences I had there at the Harvard Business School are among the things that live with me today and some of the things that have guided me. I remember a fellow we worked with by the name of Cec Frazier. I remember the wisdom he used to give out, that comes back to me even today; when I lose my own sense of humor, sometimes I think of the things that Cec used to tell the students.

I remember one time when some kid came to him, who had the toughest hard luck story in the world. His father was sick, his mother was sick. His grades were lousy, of course. Everything was terrible. He said, "Dean Frazier, I have a terrible problem." He went through the recitation which included a financial problem. Cec said, "Well, what can you do about this?" The kid said, "Nothing." So Cec said, "Kid, you have no problem." (Laughter)

Another one I remember so well was when Cec used to handle our government relations, and he used to become so impatient with the intensity of some of the professors who believed everything that they said, and Cec said, "Now, when

we go down there, don't let's become too convinced of our own propaganda." (Laughter)

It is this kind of wisdom that the boys expect and get from you, and it is this kind of deep common sense, really, that makes your function such a valuable one and gives you so much leverage.

Figure out the number of students times the number of people who are represented in this room, and you get a tremendous proportion of the people that we look to for the future leadership of this country.

Now, I was supposed to talk about the impacts, the implications of something or other, namely the atomic age on higher education, which is a good, marketable title, and if you had not had such a full and rewarding day, I would discourse on this at great length. There are just a few things that I want to say.

I feel deeply about this atomic problem. You could not have been connected with it in the capacity that I happen to be thrown into and not feel deeply about it. I remember one thing in particular.

In November, 1952, we were scheduled to fire the first H-bomb -- excuse me, the first thermo-nuclear explosion ever created by man. It was one of those accidents that November 1st had been picked as a target, as we say in the government, "as something to shoot for." And everybody forgot that November 1st was three days before election. So when that was brought to President Truman's attention he did not think that was a good idea. Why, we couldn't tell what use the Russians would have made of this if the shot were detected. He didn't want it ever said that anything so important to our security had been used for political purposes. And it was possible that this charge might be made.

I was sent out there as a member of the commission to see whether or not the shot could be postponed. I wanted to see it postponed, but the facts just were that you could not. It was lucky we did not, because in the next seventeen days you could not have shot anyhow, and there were certain technical considerations of why it could not be. I climbed all over the shot island, and saw the device just as real to me as I see this room. I remember being in an airplane that morning of November 1st, a cloudy morning, thunder storm, a typical



morning in the South Pacific at that uncertain weather season, and seeing this thing go up, which is incredible, resulting from this relatively small structure.

We were out there about fifty miles, at 7,000 feet. It was a C-97. The shot went off and this terrific fireball went up, and after that, great clouds that looked like dirty icecream, just piled up and piled up. It just seemed as if it was going to overwhelm you.

The pilot, who is now one of the top Generals in the Air Force, combat veteran, as he saw this thing and as he looked over it, we felt like savages must have felt when they saw a meteorite fall in the forest. As we looked at these clouds, it seemed as if they would just come up and overwhelm us. There was no danger, but with a certain amount of deep awe in his voice, he looked up there and he said, "Let's get the hell out of here." You just felt, from the contrast of what you had seen on that island to what you saw spread all over the sea and sky, the force, the reality of this tremendous force.

I do not believe actually that the people of the United States, you included, really believe the immensity of this force.

Now it is true, there is no such thing as the atomic age any more than there is any such thing as the inflationary age, or the electronic age, or the automotive age, or the age of juvenile delinquency, or anything else. This is a part of what Moorhead Wright was talking about today. This is one vital part of the age that we live in. It is a factor that we have to reckon with. It is a factor in terribly sharp contrast to the beautiful, the homely, the friendliness of the James Whitcomb Riley that we heard here tonight and enjoyed so much.

The part of this that is the most frightening, and the part of this that is the thing that you have the most to do with, I believe, is the suddenness with which all this has come about. It is less than twenty-five years since I too, and barely passed, physics and chemistry in college, and if I recall correctly (and I could be wrong, but not too wrong) at that time it was a theoretical principle that the atom was indivisible. Yet the fact is that what I saw at Eniwetok in 1952, and everything that we can do with the atom is based upon our conquering of the theoretical principles of what we can do with the behavior of the sub-atomic particles. So we are really talking about nuclear energy, not atomic energy.

It is not frightening enough that this is a complete method of destruction of the world. It also is the greatest consumer of the knowledge that we have built up and the knowledge that we are developing. Look at the field of medicine, what we are able to learn through some of the manifestations of nuclear energy. Look at what we are able to envision in the field of energy for our own purposes, as the result of the discoveries and harnessing of nuclear energy.

I was particularly struck with this acceleration. In reading a comment of Sir John Cockcroft, one of the leaders of the English Atomic Energy program, he was not talking about fission; he was talking about fusion. With the typical English understatement, he said that it was not going to be very long before we were able to attain and control temperatures in the range of millions of degrees. This was a thing that was unthinkable four years ago. Why is this important to you?

I believe I am getting tired personally of all this headline grabbing concern about the need for scientists and scientific training, and maybe we ought to be more like the Russians in our education. Actually, if my figures are right, the number of scientists demanded by our increasing knowledge is relatively small and quite manageable, quite susceptible to special treatment of the kind that we give special training for skills during wartime.

I am much more concerned about the education that will be given the people who are supposed to control the implications of all that we learn. Let me give it to you perhaps in an oblique way. The atomic energy program in this country is controlled in large part by a committee of the Congress. This is right under our democratic system. This is a committee called the Joint Committee on Atomic Energy.

As I was preparing to come out here, I was thinking a little bit about this, and I examined the composition of that committee. The chairman of the committee is a druggist from Durham, North Carolina. The ranking Senate member is an insurance man from New Mexico. The ranking Democratic member of the House is a haberdasher from California. The second ranking member in the House side of the committee is a former sports editor. These are the men really who under our system will control what happens. It is not just true in the Congress.

If our idea of a democracy is sound, then we must have people who have enough appreciation of the environment in which

we live in order to control it effectively and constructively. Because remember, our position against our most likely adversary is painfully defensive. They can be selective in their objectives, and we have to cover the waterfront.

Therefore, I think we are faced in education in America (and I do not know the answers) with a demand upon us somewhat related to this acceleration of knowledge in the scientific field. You cannot make mathematicians out of everybody. You cannot make scientists out of everybody. You should not. But somehow the educational programs of our nation and of the colleges which you represent and in which you participate must reflect this tremendous change in the environment in which we live. Otherwise, you are not being realistic in saying that you are preparing men and women to live in the environment in which they are going to participate.

All I am saying is that I am sure there are no panaceas. The answer is not in more federal subsidization of education. It is not in the many virtues of the private educational institutions. It is not in any of the pat solutions that people come up with. I am sure that whether or not we succeed in this endeavor -- and it is a tremendously difficult one -- will depend upon the basic spirit and understanding, the hard work and the participation of you and the people with whom you work, because this problem has arisen too fast. Its implications are too great. It touches all of us.

I have said to you that I distrust pat solutions; but I also say to you that unless the challenge, the tremendous challenge of this basic, fantastic acceleration of the demand upon us for flexibility is answered, that the life that we know, the life we strive for, is in real peril.

Thanks very much. (Prolonged applause)

TOASTMASTER WINBIGLER: Mr. Zuckert, I am sure that applause bespeaks our appreciation for the eloquence and clarity of the picture you have drawn for us, and the sincerity of your appeal to us, which we know grows out of your direct personal experience.

You make us completely aware of the complexity of the problem which we face. It has some undercurrents for the complexities of the much smaller problems which some of us face.

In closing the meeting, I will recall the youngster

who attended his first cocktail party. He knew that he should be on his good behavior, and so he was. But he had a magnificent time, and the minutes slipped by and all of a sudden, as he was having such a magnificent time he became aware that he alone of all the guests was left. The others had departed. A still small voice told him that he should beat a hasty retreat.

He went up to his hostess and bowed very low and said, "I just want you to know that I feel much more like I do now than I did when I came." (Laughter) Good evening. (Laughter and applause)

... The Conference recessed at ten o'clock ...

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## WEDNESDAY MORNING SESSION

April 16, 1958

The Eighth General Session and Business meeting convened at nine-twenty o'clock, President DuShane presiding.

PRESIDENT DuSHANE: The final session of the Fortieth Conference is now under way.

Jim Allen, would you come up and make an announcement?

DEAN ALLEN (Texas Technological College): Thank you, Don. I wanted to comment on a reaction in the initial orientation meeting, in which the question was raised by one of our new deans about the attitude of our organization toward the regional organizations, which prompts me to say that perhaps we as an organization ought to reflect fairly positively our feeling about the organization of such groups as we have just initiated, and which we call the Southwest Regional NASPA group.

I think for the new deans, the statement that our parent organization does hope that such groups will organize and will function as a corollary to the national meeting would be a very helpful thing, and thus we can foster what we think to be a very excellent feeder for the national organization through the four-state Southwest organization of NASPA.

So I wanted to suggest that whatever reaction we might want to reflect in the minutes for the permanent record and for the reflection of all members receiving those minutes might be made this morning. Thank you, Don.

PRESIDENT DuSHANE: Let me explain what the setup is for this morning. We have an estimated 15 or 20 minutes for a report from Commission I, Don Winbigler. We have the report of the Resolutions Committee, and when this is over, I propose to adjourn the Conference and we will start at once with the tape.

The tape recording will be played at a 55-minute cutting so that you can time the time for yourselves when it will be finished. We are likely to get the tape under way -- if Don Winbigler is not too much like Chauncey Depew -- before ten o'clock, which means that you will be all through here before eleven, at the latest, unless there is other business from the floor.

DEAN BALDWIN: There are some people who want to hear it, and I think they are checking out. It might be well to get the word over on the bulletin board.

PRESIDENT DuSHANE: Is there someone here who is not interested -- that is a nice thing to ask. (Laughter)

DEAN WINBIGLER: Go ahead, kill the audience. (Laughter)

PRESIDENT DuSHANE: Put it on the bulletin board and say the tape will start considerably earlier than scheduled on the program. Let's make it ten o'clock, and that it will last one hour.

DEAN HOCUTT: There is a Commission III summary also from O. D. Roberts.

PRESIDENT DuSHANE: I was thinking last night that if our President-Designate had been Toastmaster before the election, we might have a different President-Designate. (Laughter) But in either event we would have had him as chairman of Commission I because we committed ourselves to this a long time ago. (Laughter) As your President, I am happy to say that Commission I in its work this year has been one of the bright spots of my year with you, and, Don, I am turning the microphone over to you, but remember, I get back after you do. (Laughter)

DEAN WINBIGLER (Chairman, Commission I): I appreciate that malarky very much, but I still think you have set a booby trap for me. (Laughter)

Your Commission on Professional Relationships has concerned itself with the functional relationships between this Association and numerous agencies which are distributed throughout the entire structure of higher education and the entire organization of higher education. There is really a "parcel" of relationships that we have to be concerned with which recalls the story of the hill country lad, Rufe, at the age of 19 expressed no interest whatever in women. Pa became alarmed at this and said one day, "Rufe, I calculate it's about time for you to go over the mountain and get yourself a woman, and bring her home here and let your ma and me take a look at her.

Rufe, being dutiful, said, "Okay, pa," and went over the mountain to the north and he brought home Lillie Belle. She was a very attractive young lady, and everything seemed to be going fine until Pa took a close look at her one day, and he

called Rufe to one side and said, "Rufe, what did you say this gal's name was?" Rufe told him. "Where does she live?" Rufe told him. Pa said, "I'm sorry to tell you, son, I don't want you to say nothing to your Ma about this, but you know you can't marry Lillie Belle, on account she's your sister."

Well this was very disappointing to Rufe, but he took her back, and the next week Pa suggested that he go over on the other mountains to the south, into the next valley and see what his luck was over there. Well he brought back Susie Belle this time, and the same thing happened all over again. Rufe was very much discouraged at this point, and he refused to cooperate, but his mother kept goading him because she was very much concerned about this too. When he could take the goading no longer, he said to his mother, "Well, Ma, it taint my fault. I got to tell you that Pa told me I couldn't marry Lillie Belle and I couldn't marry Susie Belle on account they's both my sisters." He thought his Ma would be terribly excited about this, but she wasn't at all. She said, "Son, don't pay no mind to your Pa. He ain't no kin of yourn." (Laughter)

These relationships do get terribly complicated. (Laughter) For the convenience of our thinking we have classified these agencies on the basis of the scope of their activities as follows:

In the first group those agencies which are concerned with general educational administration, for example, the American Council on Education and the U. S. Department of Education. Secondly, the group of associations concerned somewhat more specifically with administration of higher education, but still comprehensive in character, such as the AAU, the Association of American Colleges, the Association of Higher Education of the NEA.

Third, a group of organizations thought of as parallel in scope of administrative responsibility, parallel to NASPA: that is, organizations of Academic Deans, University Business Managers, etc.

Fourth, organizations concerned directly with student personnel in its various aspects. I will not try to enumerate that group.

Fifth and finally, organizations of students, for example the National Student Association.

At the annual meeting in 1957 our Commission made a significant recommendation, we believe. It was worded as follows:

"In the realm of the Commission's overall responsibilities we believe there is urgent need for a more penetrating and exhaustive analysis than has heretofore been possible of the purposes, functions, programs and activities of professional associations dealing with the various aspects of student personnel services in colleges and universities.

"It is further suggested that this study can best be made through cooperative efforts of representatives of the organizations concerned. Toward this end, the committee respectfully recommends;

"1. That this Association cooperate with ACPA and other appropriate associations in the establishment of an inter-organizational commission to consist of representatives of professional associations dealing with student personnel services in colleges and universities.

"2. That the objectives of this Commission be as follows: To examine the purposes and functions and accepted responsibilities of each association; to identify the areas of professional interest common to two or more of these associations; to identify professional interests which are peculiar to each Association; to examine already existing and formally structured interrelationships between and among the associations; to define the informal operational relationships which exist through individuals outside the organizational structure; to identify areas most appropriate for mutual cooperative efforts among associations in improving student personnel services; to identify areas which should be regarded as reciprocal in terms of mutual service."

In suggesting that, we knew that was a fairly large order. Our third recommendation was that the findings and recommendations of the Commission be referred to the executive committees of the cooperating associations for their consideration and for the formulation of recommendations for the extension of cooperative endeavors.

Then after an appropriate interval, we recommended that the Commission reconvene to consider the reactions and recommendations of several associations to establish a statement of common agreement regarding functions and mutual relationships, and to formulate programs of action and study leading to more effective service by these associations to colleges and their students.



Our fifth and final recommendation was that the Executive Committee of this Association approach the officers of cooperating associations for the purpose of forming a committee to plan for implementing this recommendation and for financing the effort.

These recommendations were approved by the Association in convention at Durham on April 9, 1957. Negotiations were then undertaken with the officers of three other major student personnel associations, ACPA, NAWDC and NACRAO with a view toward arranging an exploratory meeting of representatives of the four associations. These negotiations required somewhat longer than was anticipated, but we were finally successful in scheduling such a meeting which was tangent to the APGA meeting in St. Louis during the past month.

Preparatory to this meeting, a working paper was prepared by Dean Wesley Lloyd and Dean Bill Blaesser, at the request of our President DuShane. I may say that one of the motives in this working paper was to reassure some of our colleagues in the other Associations that we did not have in mind any super-duper organization which might engulf us all. This is the wording of the working paper:

"It seems evident that increasingly significant problems in student personnel fields will stem from the dynamic growth of higher education in the years immediately ahead. If the various professional organizations in this field are to serve students more effectively, they should be more acutely aware of the major ways in which related professional organizations might proceed in achieving individual and mutual goals. In the clarification of the primary objectives of the meeting, it is proposed that:

1. No consideration be given to inter-organizational federation of any type, and
2. That the primary concern will center on those problems and developments which are of deep concern and interest to all the participating associations for the purpose of
  - (a) identifying the most pressing issues and problems in the college student personnel field, particularly those of long range import, and those accentuated by curricular and enrollment complexities. The second purpose, developing working agreements among the professional associations as to the particular problems which might be given primary research and program emphasis by each and concerning those problems on which two or more of the associations might work cooperatively in the years ahead.

The working paper continues: It is assumed that apart from any specific projects stemming from 2(a) and 2(b) above, regular communication among the professional organizations would likely result in improved conditions and services that affect the educational and personal welfare of students.

The exploratory meeting was held in St. Louis in three sessions, on March 31, April 1 and 2, 1958, respectively. In attendance there were the following:

Representing the National Association of Women's Deans and Counselors, Mary-Ethel Ball, Mildred Fox, Margaret Habein, Eunice Hilton and Catherine Towle.

Representing the American Association of Collegiate Registrars and Admissions Officers, Roy Armstrong.

Representing NASPA, Jack Clevenger, Bill Craig, Don DuShane, Glen Nygreen, Bob Shaffer, and Fred Turner.

Representing the American College Personnel Association, Bill Blaesser, Robert Callis, Robert Kamm, and Catherine Northrup.

You will recognize, of course, that many of these individuals hold joint membership in NASPA and ACPA.

Representing Western Personnel Institute, Helen Fisk.

After extensive discussions on the three days, the exploratory committee drafted and adopted three recommendations. They were as follows:

1. The group agreed to recommend to the Executive Councils of each Association the appointment of a joint ad hoc committee, who will work through sub-committees, probably regional in composition, to consider the specific area of professional preparation and education of student personnel workers. This proposal is conceived as a long range on-going project, with annual reporting back to the central committee.

2. The second recommendation from the St. Louis meeting: The group agreed to recommend to the Executive Councils of each Association the appointment of a joint ad hoc committee to explore with research centers of higher education, such as the University of California, University of Michigan, and Teachers College Columbia, the suggestions which had been detailed at

a previous session, namely:

- a. To find out if any data and findings of interest to student personnel people can be made available for immediate use.
- b. To see if data already collected can have further specific treatment with expectations of value to the student personnel field.
- c. To request, if feasible, that the research center staffs cooperate with a group of student personnel people for the purpose of studying the findings through workshops.
- d. To explore with the center staff further areas of study of particular interest and significance to student personnel workers. (See areas suggested in item 5 of March 31st minutes, page 2.)
- e. To ascertain the availability of foundation funds to cover the cost of workshops.
- f. To explore the possibilities with research staff for local and national program development and stimulation of professional development on local campuses.

The St. Louis meeting made a third recommendation: The group agreed to recommend to the Executive Councils of each Association the appointment of a joint ad hoc committee to explore better methods of cooperating and collaborating with the academic deans and other administrative officers of the university on procedures, administrative and otherwise, which involve student personnel officers with other administrative areas of the university (for example, academic probation, suspension and readmission, faculty advising, admission of transfer students) for the purpose of putting in writing several recommended procedures.

These are the three main recommendations from the St. Louis meeting, but to the minutes of the final meeting were also added the following notes:

Following the unanimous appointment of Bob Kamm as coordinator, the meeting adjourned with expressions of (1) need for another meeting next year; (2) desire for exploration in depth of those areas where joint support can strengthen each organization and serve the individual membership more professionally; and (3) optimism that through joint effort the course of student personnel workers will be better represented in the areas of legislation, foundation support, and research.

Commission I has unanimously recommended to the Executive Committee of this Association the approval of the recommendations with respect to the three ad hoc inter-association committees, namely: (1) On professional preparation and education of student personnel workers. (2) On liaison with research centers in higher education. (3) On collaboration with academic deans and other administrative officers.

I am pleased to note that our Executive Committee has approved this recommendation, and that it has also been approved by the Executive Committee of the American College Personnel Association. The matter will come before the Executive Committee of the American Association of Collegiate Registrars and Admissions Officers at its annual meeting in Cincinnati later this month. Since the annual meeting of the National Association of Women Deans and Counselors for this year has been concluded, it is expected that the Executive Committee of that group will be polled on the proposal by mail. General approval is anticipated, and it is expected that the three ad hoc committees will be appointed and functioning in the near future.

Your Commission considers these steps as highly significant. Even so, it is noted that they represent a relatively small segment of the charter proposed in 1957 for the suggested inter-organizational commission. Commission I therefore has strongly recommended to the Executive Committee of this Association that the activities of the exploratory committee be extended as rapidly as possible and feasible to the other considerations proposed. I am glad to note that the Executive Committee has approved this recommendation.

Your Commission further calls attention to the fact that in the organizational outline of agencies noted above relatively little attention has been given to those agencies which embrace the broadest responsibilities in educational administration, namely: (1) Agencies concerned with general educational administration; e.g. the American Council on Education and the U. S. Department of Education. (2) Associations concerned somewhat more specifically with administration of higher education, but still comprehensive in character; e.g. The Association of American Universities, the Association of American Colleges, and regional accrediting agencies.

The Commission therefore now proposes as its major activity for the coming year the exploration of possibilities for more effective relationships between NASPA and the A.C.E., the U. S. Department of Education, the Association of American Universities, the Association of American Colleges, the Association for Higher Education, and Regional Accrediting Associations.

It is recognized that these explorations will involve subtleties and will call for exceptional diplomacy. The Commission is resolved not in any way to embarrass the Association and it expects that careful study will be required before the most appropriate approaches to the matter can be identified.

However, the Commission believes that in the entire scope of our professional relationships this area is now potentially the most fruitful for the efforts of the Commission in the immediate future. (Applause)

PRESIDENT DuSHANE: You see what I mean when I say that Commission I is engaged in a most significant work.

Bob, Shaffer, are you ready for Commission III?

DEAN SHAFFER: O. D. Roberts will present the report.

... Conference announcements ...

PRESIDENT DuSHANE: O. D. Roberts, reporting for another very active Commission which in recent years, more than any other single Commission, has enhanced the stature of our Association nationwide, Commission III.

DEAN O. D. ROBERTS (Chairman, Commission No. III): Paying attention to the economy of time that you are desiring, I am going to simply digest this report for you. I think it would be of interest, however, to the membership to note that we have been engaged in this series of seminars sponsored jointly by the Harvard and Carnegie Foundation.

The five seminars sponsored under the Carnegie grant have engaged approximately 425 people from our membership, which I think is a rather significant number.

Bob Shaffer, the previous chairman of Commission III, has submitted a very detailed report, which we will read into the records officially.

The Commission this year has devoted its attention to the preparation of a case study book, as was your instruction and desire, particularly from those who had participated in the seminars. This book is nearly ready to go to press and to be put in usable shape. The cases originally came from those submitted by the people participating in the Pennsylvania Seminar last summer.

The executive committee on Sunday approved the advance -- I guess you would call it -- of some moneys so that this will be available to you rather shortly. The price is listed as \$3.00 to any member organization, member school, or person participating therefrom, and \$5.00 for those who are not members of the association; if any of you care to sign up at the registration desk, we will at least have some idea as to the number we will need to put out in the first run of this.

We are going to attempt to add to this. We have entered into negotiations with Harvard making some attempt to have made available some of their cases which have been used in the various seminars. Because of the coming to an end of the grant from Carnegie, the Commission feels rather strongly that we should now turn our attention to other areas of study. I will not attempt to give these in detail, except to tell you that we are recommending that we now turn our attention to this entire area of training, characteristics and qualifications of the people entering our profession, their needed backgrounds. Some attention should be given to the institutions where this type of training can be secured. Some attention is being given to the compilation of a selected bibliography which might be of value to our people.

We need to study the programs of internships which might be helpful to the younger men in the profession, and also some method of continuing training programs, possibly summer short courses, or things of that nature.

The membership is urged to submit any suggestions that they care to and these recommendations will be passed on.  
(Applause)

... Following is the Report of Commission III, submitted but not read:

Commission on the Development and Training of  
Student Personnel Administrators

Subject: Final Report of the Training Seminars for Student Personnel Administrators Conducted Jointly by NASPA and The Institute for College and University Administrators, 1955-1957.

Introduction:

In May, 1955, the Carnegie Corporation of New York appropriated the sum of \$40,000 to the National Association of

Student Personnel Administrators to be used in financing one national and four regional training seminars to be held during 1955-1957. These seminars were organized by the NASPA Commission on the Development and Training of Student Personnel Administrators. They were led by staff members of The Institute for College and University Administrators of the Harvard Graduate School of Business Administration supplemented in certain cases by NASPA Commission members who had been trained through the "repeater" sessions of previous seminars.

The seminars were held as follows:

National Seminar, Harvard Graduate School of Business Administration, August 21-27, 1955

Southwest Regional Seminar, Bar K Guest Ranch near Austin, Texas, March 25-30, 1956

Midwest Regional Seminar, Purdue University, West Lafayette, Indiana, August 12-17, 1956

Western Regional Seminar, Highlands Inn, Monterey, California, March 25-30, 1957

Eastern Regional Seminar, University of Pennsylvania, August 4-9, 1957.

The basic method used in conducting the seminars was the case study. The instructor guided the participants in the analysis of each case relying for the most part upon them to provide their own instruction. The approach to each case consisted of fact finding, role identification in analyzing the facts and assumptions involved, defining issues, determining the causes and effects of various factors related to the problems, sharing of views and experiences of the participants, and finally the arrival at alternative courses of action and conclusions. The cases generally were studied individually each evening, discussed in small groups of five or six persons in the early part of the morning and finally were analyzed and discussed by the entire group in its group session.

The staff members were carefully selected because of their skill in this type of instruction and used a wide variety of techniques to stimulate participants in their study and discussion of the case.

A variety of cases were studied, ranging from individual problems to staff and college organizational problems.

#### The National Seminar:

This seminar was attended by 82 student personnel administrators from colleges and universities located in 33 states, the District of Columbia, and Puerto Rico.

These participants represented public, private, and church-supported institutions ranging from the smaller colleges to the largest universities located in all sections of the country. The participants themselves included some with many years experience in student personnel work while more than half of the group had begun the jobs they then held within the previous five years.

In addition to the deans and other student personnel administrators representing NASPA who took part, guest participants included two representatives of the National Association of Deans of Women, and one representative each from the American Association of Collegiate Registrars and Admissions Officers and the National Federation of Business Officers Associations.

Among the participants were five "repeaters" who had attended a similar seminar held at the Harvard Business School in January 1954. These "repeaters" attended special classes in case discussion leading with the prospect that they could be used as instructors in future training sessions.

Recognizing that the wife of the dean frequently plays an important role in the dean's work, a seminar for 25 wives of student personnel administrators was held concurrently with the deans' seminar.

Guest speakers during the week of the seminar were President John A. Perkins of the University of Delaware, and Dr. E. G. Williamson, Dean of Students at the University of Minnesota.

#### The Regional Seminars:

1. Southwest Regional Seminar: Attended by 37 Deans of Students, Deans of Men and Deans of Women (2) from six southwestern states. Participants represented 27 colleges and universities. Guest speakers were Dr. Robert L. Sutherland,



Director of the Hogg Foundation of the University of Texas and President Willis M. Tate of Southern Methodist University.

2. Midwest Regional Seminar: Attended by 79 participants representing 53 colleges and universities located in 15 states. Positions held by the participants included Deans of Men and of Women, Deans of Students, Assistant Deans, Directors of Residence Halls, Directors of Student Activities and Director of Counseling. Included in the participants were nine wives organized in a special section and deans who were attending their second seminar.

These "repeaters" received special training in writing cases and leading case discussions. Guest speakers were Dr. Alfred C. Kinsey, Director of the Institute for Sex Research, Indiana University and President Byron K. Trippet of Wabash College. This was Dr. Kinsey's last public appearance before his death.

3. Western Regional Seminar: Attended by 56 participants including four repeaters representing 45 colleges and universities located in nine western states. Guest speakers were Ernest C. Arbuckle, Vice President, Grace Steamship Lines and a Trustee of Stanford University and Dr. Harold Guetzkow, Professor of Social Sciences, Northwestern University and Fellow, Center for Advanced Study in Behavioral Sciences.

4. Eastern Regional Seminar: Attended by 166 participants representing 88 colleges in 24 states. The participants included 29 repeaters and 13 wives each organized into special sections. Guest speakers were President William O. Fels of Bennington College and Dr. Philip E. Jacob, Professor of Political Science at the University of Pennsylvania and author of Changing Values in College.

Summary: In the one national and four regional seminars there were 356 different student personnel administrators, 47 "repeaters" and 46 wives participating, one of whom attended two seminars.

#### Results of the Seminars:

It is difficult to evaluate definitely the results of such a personal experience represented by participation in the seminar. A questionnaire was sent to all participants following the last seminar in the series. There had been no elapse of time since the Eastern Regional Seminar and two years elapse

between the receipt and the questionnaire and the close of the first seminar in the series. Thus, any data derived from the process must be interpreted very carefully. Two hundred and forty-one replies were received from the 356 participants. Of the respondents, 113 had used case studies in their work in such ways as staff training, graduate courses, and student leader training. One hundred and four, mostly Eastern Regional Seminar graduates, had not actually used the case study method but had plans to do so.

In response to the question, "Based upon your experience in the seminar on one hand, and in student personnel work on the other, how valuable do you feel the case study method to be in training staff members and student leaders?" no one checked "of little value," 12 checked "of some value," 99 checked "valuable," and 127 checked "very valuable."

A sub-point to this question asked, "If you feel it (the case method) to be of some value and you have not used the method, why not?" Responses to this question mentioned the lack of time since the close of the Eastern Regional Seminar, lack of readily available case materials, lack of skill or confidence in one's skill in using method, no formal training procedures, and need to tie in such work with course training.

In answer to a question, "Has the seminar had any effect upon your own policy or decision-making processes?" 208 said "yes," and 16 said "no." Twenty-six added comments pointing out many values not covered by the question itself.

For all questions, there was provision for comments, explanations, suggestions, or summaries. Typical comments regarding the use of the case study method were as follows:

At present I am setting up some cases to use with a group of forty juniors who are working as counselors with our freshmen.

We have used case studies with student social groups, student government groups, student Union committees, campus personnel associations, and in a training retreat with our own staff.

In social psychology class, both as example of case study method and to illustrate complexities in the study of social attitudes. Also has been discussed in our Community Affairs Committee, elected faculty group responsible for community government problems.

Yes, with meetings of Guidance Clinics held on our campus. The personnel of the clinics represented high school student personnel workers and administrators. I also used case studies in classroom work in a guidance course for upper-class and graduate students.

Yes. Workshop group of supervising teachers when considering problems associated with the evaluation of intern teachers (senior students in teacher college).

Used in psychology course in much the same manner as they were originally presented.

I attended the session of College and University Housing Officers where it was a part of the program.

In teaching an ethics class.

Have "rolled my own" in working with house mothers of Greek letter organizations.

Our four paid student interfraternity leaders, president, secretary, treasurer, and public relations director, are to use this method in two workshops during the coming year. They handle student administration matters for 70 groups comprising over 4000 men.

Also with fraternity pledge trainers.

Case studies were used in seminar for all our staff members who work with students in the dorms. Other people were included, such as supervisors, in our own work as well as other out of class activities -- housing, traffic, student labor and job placement, etc. Well received and, we think, very valuable.

We will use some of the cases in small group meetings of administrative personnel, e.g., guidance director, director of admissions, registrar, placement.

Yes, in a class in psychology.

Used a case with members of Mortar Board to illustrate the method. They plan to use it in their fall leadership conference.

Yes, in staff work, but mostly in thinking. Used case

method as a trial balloon at past program of the Association of College and University Housing Officers.

Student Council; Blue Key National Honorary Fraternity; Dormitory Proctors; Housemothers of dormitories.

I presented a president's case to social dinner group (faculty and wives) and spent a whole evening in interesting discussion on it.

Yes. Government classes and dorm counseling training.

Typical comments pertaining to the value of the seminar experience in staff training and as a basis for decision making were:

This is an opportunity to be detached from your own job, and yet to project yourself into a case situation involving group discussion which draws out a maximum of decision-making possibilities, important in training.

Because it makes the student an active learner rather than a merely passive subject of the "teaching process."

I believe the case method to be a means for laying groundwork for formalized teaching and not as a means for terminating or summarizing. I had hoped the final sessions might have attempted to summarize what we had learned rather than how we had learned. Case study method must not substitute for subject matter, but be a means for motivating learning and making precept realistic.

The group analysis approach, role playing, critical examination of issues and alternatives, afforded by the case-study method of instruction used in the seminar has sharpened my insights into the techniques and content of sound policy and decision-making.

I find myself looking at a problem or a question from different angles and it may be that I am more willing to listen to contrary viewpoints because of this experience at the seminar.

After a seminar one can't help but be more aware than before of the importance for administration of such factors as: getting all the pertinent facts; considering diverse points of view; weighing human relations values; objectivity.

It has emphasized more caution and more searching analysis of the issues before decisions are made. It has also confirmed and re-emphasized my concern and appreciation for human relations in this work.

The following were typical responses to the question, "In what areas do you feel Commission III, the NASPA Commission on the Development and Training of Student Personnel Administrators, should work?"

I feel very strongly that the present type of NASPA-HARVARD Seminar program should be continued. It occurs to me that the program might be further enriched by the presence at the seminars of a limited number of topnotch, highly selected student leaders. I think it might be helpful, also, if more cases representing the staff and administrative relationships of the Dean of Men -- Dean of Women -- Dean of Students could be presented.

Preparation of case studies which would be usable by student groups; dormitory counselors, fraternity officers, student government officials.

Projects for student groups: suggested areas, academic honesty honor systems, drinking violations, student awareness that some few areas are administrative, and not to be subject to student role (although student opinions may always be expressed freely).

I have two suggestions. First, even though personnel administrators may not like to be known as educators, we are engaged in the process, at least in some fashion, and perhaps we ought to somehow have a serious discussion about education. One or two more formal lectures in a seminar. Secondly, something should be done with the other parties in this work -- the students. Could something be done to help get the student personnel and the student leaders together?

To express great appreciation for the inclusion of Deans of Women in the last seminar and to hope for further cooperation of Deans of Men (NASPA) and Deans of Women in the future on mutual concerns.

A seminar attended by Deans and Presidents.

A general question was included at the end of the questionnaire which read as follows: "Summarize in a sentence

or two your general reaction to the value of the seminar to you in your work and/or to the field of student personnel administration in general." Typical statements were:

The case studies provided an excellent stimulus to me toward re-evaluating our program at this college. The seminar offered me an excellent opportunity to discuss each of the above with Deans from other colleges not only in our formal meetings but on walks and during the free time periods. Since the seminar I have twice written to over twenty of the people I met at the seminar to get their assistance with a problem.

It gave us a broader perspective and a chance to clarify objectives. It made us feel a part of a group as we had not before in our relatively isolated situation. This of course helps us. It helps the field also in this way and in the opportunity for intensive cross-fertilization of ideas.

To me it seemed the seminar's greatest value was in exposing each of us to the ideas, wisdom, and experience of others. It put a great breadth of practical knowledge to work in a concentrated way.

These seminars (2) have sharpened my perception, broadened my knowledge and, I think, improved my judgment.

For me personally the seminar was a valuable aid to the transition from theoretical sociology and psychology of the classroom to the practical decision-making activity of administration. It also provided an excellent impersonal medium for the common consideration and discussion of student type problems in such a diversified group of administrators. Other methods of presentation of free discussion would have resulted in personal anecdotes and one-sided solutions.

The seminar was a reasonable demonstration of the continuing problem I face in working with students who are largely self-governing and of liberal tradition, although the finding of a compromise was often not necessary, nor the living with it afterwards, which is the real problem in decision making. The seminar gave me a much broader view of the varieties of problems which can occur over the years, and the tremendous range of attitudes towards rather simple acts of behavior.

Case study method dramatized for me (1) the several approaches possible to a given problem, (2) its efficiency

in effecting maximum participation from students.

Very pleased with case-method as used at seminar. However, feel that group or discussion leader makes or breaks the case method. There is a great need to train persons to lead not only to participate -- only after leadership training can we converts do a good job with case method.

- (1) It has emphasized the objectivizing of all problems.
- (2) It has helped to emphasize that there is not a single, best solution necessarily, to any problem.
- (3) It has pointed the way toward synthesizing the best thinking of a group.

To me, it was interesting to know how other people operate and what their philosophies of personnel work are.

I was adversely impressed by the narrow concept held by most of the seminarians concerning their freedom to conduct a good personnel program. So many were constantly running to the President. I hope the seminar enlarged their outlook.

#### Financial Statement:

See attached financial report of Commission III and The Institute for College and University Administrators.

#### Summary and Recommendations:

In general, the remarkable enthusiastic response to the seminars indicates that this project was of great value to the participants and to the field of student personnel administration. It was without any doubt one of the most valuable projects ever carried on by NASPA. The continuing Commission on Development and Training of Student Personnel Administrators should make plans to carry forward projects suggested above. Appreciation is also expressed for the exceptionally fine work by the staff of The Institute for College and University Administrators of the Harvard Graduate School of Business Administration and to the Carnegie Corporation of New York for its generosity in financing the project.

Robert H. Shaffer  
Chairman, Commission III  
1955-1957

Financial Report - Commission III  
Commission on Development and Training of Student Personnel Administrators

Seminar	Travel and Maintenance of Commission III Rep's to Seminars	Supplies, Telephone, Postage and Local Arrangements Exp.	Clerical Expense	Total
To The Institute for College and University Administrators (Financial Statement Attached)				\$34,400.00
National	931.64	276.14	166.85	1,374.63
Southwestern	533.88	30.55	29.75	594.18
Midwestern	533.55	37.75	77.95	649.25
Western	210.19	282.90	46.75	539.84
Eastern	151.68	317.88	58.75	528.31
Commission Expense	1,821.16*	56.02	20.00	1,897.18
Totals	4,182.10	1,001.24	400.05	\$39,983.39
Total amount of grant from Carnegie Corporation of New York				40,000.00
Balance				16.61

\*Includes \$1500.00 partial expense reimbursement to three repeaters at Western Seminar and 27 repeaters at Eastern Seminar.



NASPA Expenditures  
The Institute for College and University Administrators

July 13, 1955 - November 30, 1955

Appropriations Received \$34,400.00

Expenditures for Seminar:

Case leaders' expenses	\$4,000.00	
Guest Speakers	433.23	
Participants' expenses	513.03	
Case preparation (incl. printing, duplicating, supplies, etc.)	<u>2,752.44</u>	7,698.70
		-----

Excess of Receipts over Expenditures 26,701.30

Cash Balance, November 30, 1955 \$26,701.30  
December 1, 1955- November 30, 1956

Appropriations Received (balance) \$26,701.30

Expenditures for Seminars

Case leaders' expenses	\$7,891.23	
Guest speakers	500.00	
Supplies, etc.	900.58	
Case Development	<u>5,276.73</u>	14,568.54
		-----

Excess of Receipts over Expenditures 12,132.76

Cash Balance, November 30, 1956 \$12,132.76  
December 1, 1956 - November 30, 1957

Appropriations Received (balance) \$12,132.76

Expenditures for Seminars:

Case leaders' expenses	\$7,950.76	
Guest speakers	721.64	
Case development	<u>3,460.36</u>	12,132.76
		-----

Excess of Receipts over Expenditures 0

Cash Balance, November 30, 1957 0

...

PRESIDENT DuSHANE: Thank you, O.D.

I wanted to ask Don, and I may forget it if I do not do it now, if his boy Rufe is the same one who lived in the southern hills in Hoople County, and he found a mirror and he took it home to show to his daddy, and his daddy looked in the mirror and said, "I never knew pappy had his picture took."

The boy's mother came along and said, "Hm, that's the old hag he's been running around with." (Laughter)

Bob Bates, or the Resolutions Committee.

DEAN WINBIGLER: The answer is no. (Laughter)

DEAN ROBERT E. BATES (Chairman, Committee on Resolutions): This report of the Resolutions Committee, because of complications of scheduling, has not received the perusal of all members of the committee.

PRESIDENT DuSHANE: The entire conference therefore will do it for them.

DEAN BATES: The entire conference will feel free to do as they wish with it.

#### RESOLUTION NO. 1

As we near the close of the Fortieth Anniversary Conference of NASPA, be it

RESOLVED: That we in attendance express our appreciation to those responsible for the rich and rewarding program of stimulating speakers and profitable discussions that has been planned and carried out for us with careful and detailed precision, particularly to Dean John E. Hocutt, our Conference Chairman, and Dean John McKenzie, his assistant; to our host deans and to the wives who arranged the Ladies Program, Mrs. Shaffer, Mrs. Hendrix, and Mrs. Roberts, to conference committee chairmen and members, to Miss Hazel Yates who, as a labor of love, has again served as a Registration Secretary for the Conference as well as for several years as an able assistant for our Secretary-Treasurer, to Leo Isen who has been our Conference Reporter for more years than most of us have been attending these meetings and whose faithful and prompt completion of the Proceedings has added to the usefulness of these records.

Mr. Chairman, I move the adoption of this resolution.

DEAN ROBINSON: I second the motion.

PRESIDENT DuSHANE: Any discussion? All those in favor; opposed. Carried.

DEAN BATES: Resolution No. 2:

BE IT RESOLVED: That we extend, in customary manner, our compliments to the management of the French Lick-Sheraton for the timely blossoming of the magnolia trees and to the Pluto Corporation for the contrasting scents of urgency which have pervaded our sessions in this time of crisis in higher education. (Laughter)

I move adoption of this resolution.

DEAN ZILMAN: Seconded.

PRESIDENT DuSHANE: All those in favor; opposed. Carried.

DEAN BATES: Resolution No. 3:

BE IT RESOLVED: That we record our gratitude to the chairmen and members of our continuing committees, the Commissions, the members of the Executive Committee and to our immediate past president, Dean Don DuShane, for the stimulating leadership and noteworthy accomplishments of the past year which enhance the value of NASPA to each of us and to our respective colleges and universities. Be it further

RESOLVED: That we again express our deepest appreciation to Dean Fred H. Turner, Mister Dean of Students of the United States, for his devoted and enthusiastic service as our Secretary-Treasurer for more than twenty years, rejoicing in the fact that our Association will be honored by his leadership as President during the coming year and by his counsel as an elder statesman for many years to come.

Mr. Chairman, I move the adoption of this resolution.

... The motion was duly seconded ...

DEAN BATES: There is a second. Those in favor

indicate by saying, "aye." Opposed. It is unanimously carried.  
(Applause)

Resolution No. 4

BE IT RESOLVED: That we express our thanks to the guest speakers and panelists who have provided breadth, inspiration and thought-provoking substance to this Conference:

President Robert M. Strozier, the Florida State University  
Dr. John Cuber, the Ohio State University  
Mr. Moorhead Wright, the General Electric Company  
Dr. Coleman R. Griffith, the University of Illinois  
Mr. Eugene M. Zuckert, Management Consultant  
Dr. George Davis, Purdue University  
Miss Mary Jean Anderson, Evansville College  
Mr. Harry Nachtigal, Anderson College  
Miss Lois Schumm, Ball State Teachers College  
Mr. Edward Whalen, Indiana University, and to our guest entertainers, the Singing Hoosiers and Queens of Indiana who provided such delightful and relaxing entertainment at our final banquet.

Mr. Chairman, I move adoption of this Resolution.

DEAN LONGNECKER: I second the motion.

PRESIDENT DUSHANE: All those in favor; opposed.  
Carried.

Is there any new business to come before the Conference at this time?

DEAN EDWARD J. MALLOY (Columbia College): This is not new business, but an old matter I thought I should bring up for my institution. It is a question I thought was passed over, and although I am new here, my institution has been represented many years, and I felt that not enough attention yesterday was paid to the problem of the relations with fraternities -- fraternity relations.

I would feel that this group should take the leadership in trying to solve this problem of concern to both fraternities and the institutions which we represent and of which we are so proud. I would like to respectfully move that the NASPA Committee for Fraternity Relations be requested to consult with the appropriate officers or members of NIC and related organizations, as soon as possible, and if necessary an interim report be filed

with the members. I would also respectfully request that the treasurer be authorized to spend funds necessary for this, but if I am assuming or preempting some functions of the executive committee, I would be happy to withdraw that second part.

PRESIDENT DuSHANE: Before I call for a second, I should explain that this matter of fraternity relationships has played a very important part in almost all of our previous meetings, that our motion this morning I would prefer to take as suggestions to be sent to the Executive Committee. If this is satisfactory with you?

DEAN MALLOY: Yes.

PRESIDENT DuSHANE: It will be a part of the record of this morning's session. Any other new business? Dean Bates.

DEAN BATES: The last resolution, Resolution No. 5:

BE IT RESOLVED: That we pause in reverent memory of those now departed whose lives in student personnel work, and whose fellowship and wisdom as members of this Association mean so much to us who knew them, including the four who have passed away during the past year:

Dean J. L. Bostwick  
Dean Edward F. Bosworth  
Dean Edgar E. Brandon  
Dean Floyd Field; and be it further

RESOLVED: That appropriate messages of our feeling of loss and affection be conveyed to the families of the four mentioned .

DEAN SHAFFER: Seconded.

PRESIDENT DuSHANE: I call for a standing vote. All those in favor please rise.

... The assembly arose and stood in silent tribute ...

PRESIDENT DuSHANE: It is carried.

Before I wind up my role this year and in this Conference, I would like to tell you that this is the largest registration NASPA has ever had; that at this Conference we had 100

per cent attendance of members of the Executive Committee; that every vote in the Executive Committee and every vote in the Conference itself was a unanimous vote. I want to express appreciation to the members of the Executive Committee and the other officers, to the chairmen and members of the Commissions and Committees, to all others who helped make this year what we feel has been a most satisfactory one.

In a way I am reminded of a story I have told to some of you about the girl who was in the Call Girl racket, who was apprehended by the police and questioned by the detectives at the station. In the course of the questioning it came out that she had graduated at Vassar and that she had graduate work up to and including the Ph.D. degree at Bryn Mawr. When the detective was convinced that this was the truth, his jaw dropped six inches and he said, "You mean to say you had all this education and these degrees from these wonderful institutions?" She said, "Yes." He said, "Well, how do you account for the fact that you are in this kind of racket, with that kind of a background?" The girl said, "Well, I don't know. Just lucky, I guess." (Laughter)

That is the way I feel at the end of this year, just real lucky, and honored as well, to have been your President.

DEAN ZILLMAN: Mr. Chairman, may I say something?

PRESIDENT DuSHANE: Mr. Zillman.

DEAN ZILLMAN: I would like to be off the record, if I may. [Remarks off the record.]

PRESIDENT DuSHANE: Is there any other new business? Before we quit now, we have one more item, an Air Force tape recording done by an Army psychiatrist, an evaluation of "The American Soldier in Combat." If you like this and want to secure it for playing to your own staff, your academic deans, department heads, or any groups on your campus, after you have heard it, the identification is "Air Force Recording, TR-56-5," TR, as in the first President Roosevelt. (Laughter) Any Air Force ROTC officer can get this for you. They forbid its reproduction. They are encouraged to give it the widest possible circulation. You should have no trouble in securing it from the nearest Air Force ROTC.

The tape will be the last thing. It will run fifty-five minutes, and before it is hooked up and starts playing, I

would like to turn this whole Conference and all my responsibilities over to Fred Turner, so that he can take them back to Urbana-Champaign, and I won't have to lug them all the way back to Oregon. Fred, it is all yours now.

... Applause as President-Elect Turner assumed the Chair ...

PRESIDENT-ELECT TURNER: Don, and Members of the Association, I am not going to make any speech at all because there is not much to say at this time. I would like to say a little more than I was able to say yesterday, and thank you again for what you have done. This is really going to be a change in the Turner household, I can assure you, because sometimes on weekends now I will be doing things around the house and so on that have usually been devoted to my desk.

It will change things in the office. And after you have been in something of this kind for a long time, it does make quite a change in your life to have this type of occupational change.

I am very cognizant of what Ted has just said, and I would say to the new members of the Association and the old members of the Association that here is a problem that I do not know that we are going to be able to resolve. Those of us who have been in a long time -- the first meeting I attended in this group was at Michigan in 1924, well, really the first one I attended was at Illinois in 1920, because I was an office boy when the eleven men who attended the second meeting met in Dean Clark's office, and I ran errands for them while they were meeting. I was not in attendance. I was just helping out when they were having it. I went to the Michigan meeting as an Assistant Dean in 1924, and I think there were 28 or 30 people there. We sat around one table and did just exactly the thing that Ted asked about.

As we moved along and the Association began to grow we were able to maintain that. When I became your Secretary we had 82 member institutions, and we would run an annual meeting of around 75 to 100 people, and that was a big crowd. We did exactly the thing Ted talked about at that time. Now we have 297 members. We are going to have more. We have had at this meeting 310 men and about 40 wives. Well, the wives have not been in the meeting particularly, but the 310 men are here.

You do not get the type of discussion from the floor, the responses from the floor, the warm discussions from the

floor as the group grows that we used to have when we could sit around one table. We have tried to get away from that by breaking it into small groups. Ted's criticism is completely valid. I do not know what we can do to change it. There is a hesitancy, Ted, on the part of the younger men, I know, to get up and speak because they say these old guys have been at it a long time, and maybe they will slap us down. That is not true. The young man can speak any time he pleases.

On the other hand, you must remember this, that we have many people who are here as parts of the organization, but are not the designated representatives of the institution, so that when we get into actual formal procedures of any kind, or votes on important matters then we probably would have to set ourselves up some type of a voting by institution. I would have some question in my mind whether I could vote on some questions that we have discussed without going back to my institution and seeing whether or not I was authorized to speak for the University of Illinois on this particular point, and I think many of you would have that same problem.

Now here is the dilemma that we are in. We have through the years had this organization of warm friendships and affection for the group and for each other, and how many of us do business daily by long distance telephone with each other, only those who have been in for a long time know.

After you have been in for a little while you will discover that the telephone or the airmail letter is the way a lot of business is done, and it is done strictly on a personal basis. How to keep that up, and at the same time carry the larger responsibilities that come with the extended membership, I declare I do not see the answer to it. We have groped for it, and have tried to find the answer. We want to keep this friendly knot organization of friendly people who are glad to see each other and who trust each other and call on each other for help, but how we can do it when we are growing to the size we are -- there are people here I do not know. I have not had a chance to meet all the people here. I am sorry about that. I wish I had had a chance to meet and talk to every one here. We used to do it when we had 75 or 100 people meeting. You cannot do it when there are 300 people meeting.

If any of you have any ideas at all about how we can structure to meet this problem, we would be awfully glad to have them. Of course, we are going to have an unusual meeting at the Harvard Graduate School of Business. We are going to have some



assistance from the faculty there in the planning of our program. It may be quite a different type of program than we have had in the past, and if it is, it will be on the basis that many of us are going back to school for five days. If we do that, it is not going to hurt us, I am sure. In other words, it is a re-training for some of us that I am sure we can use.

But in the years ahead, after that, in the years to follow the 1959 meeting, certainly we ought to have well in mind these things Ted is talking about. I recognize what Ted has mentioned as a loss; it is something we used to have, but as we have grown we have begun to lose it, that is all.

I think we first sensed at the Purdue meeting the fact that we were beginning to lose this opportunity -- not the opportunity, but the willingness of the people to get up from the floor and speak their pieces and get it in the record. We began to get to a size when people just did not do that.

Now I will do the best I can to be your President. I know Carl knows all the ins and outs and he will pick up the secretary's job and go right on as though he has been doing it all his life. He has had a good taste of it already at various times. He knows what to do and we will help him. There will be a lot of adjusting to do, but I hope we can carry on to your satisfaction.

I recognize Ted's criticism. I do not know what the answer is. If any of you do know, we will be glad to have it from you.

In the meantime I want to thank you for all your goodness and all your kindness and friendship. (Applause)

DEAN WILLIAM D. MARTINSON (Indiana University): I want to apologize for two things, the abruptness of this tape -- it starts somewhere about two minutes after the speaker was introduced. We have used this tape on campus on numerous occasions, and the initial part, probably the initial four or five feet have been destroyed.

The tape will run for fifty-five minutes and will end abruptly. The speaker will be at, I think, point No. 2 in the military code. There is an additional twelve minutes on the reverse side that you will not hear. However, if you decide to get the tape for yourselves, you will find that is primarily emphasizing the military aspects of that code.

By way of introduction of this tape, it is the U. S. Air Force tape. The individual who is doing the speaking is not introduced because that part has been cut off, but it is Major W. E. Mayer, an Army Psychiatrist. I think without any further remarks we will just start out.

I hope this works all right. If you cannot hear in the back, please let me know and I will turn the volume up, but I have to be careful about feed-back through this in picking it up from the recorder.

... Presentation of the U. S. Air Force Tape Recording, "The American Soldier in Combat," of an address by Major W. E. Mayer (an Army Psychiatrist) giving an evaluation of U.S. Army personnel who were taken prisoner in the Korean War.  
(Applause) ...

... The Conference adjourned at eleven-ten o'clock ...

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APPENDIX A

## REPORT OF THE SECRETARY

To The Officers and Members of the Association:

Your Secretary submits the Annual Report of the Secretarial activities (to which is appended the report of the Treasurer) for the period April 1, 1957 to April 7, 1958.

Membership in the Association:

The membership has increased for the 12th consecutive year and at April 7, 1958, stands at an all time high of 294. It is noteworthy that the majority of new applications during the past year have come to the Executive Committee from the Presidents of the institutions involved, requesting the institutional membership and naming the official representative for their institutions. The analysis of growth for the year is:

Membership at April 1, 1957	281
New member institutions approved since	<u>15</u>
	296
Memberships discontinued	<u>2</u>
Total membership at April 7, 1958	294

When your Secretary was elected in 1937, the membership in the Association stood at 82 in 35 states. Today, member institutions are in all 48 states, the District of Columbia, Alaska, Hawaii, Puerto Rico, and Canada. At present the Secretary is in correspondence with the Dean of Students at one English University in regard to membership for his institution.

Two institutions discontinued their memberships due to inability to participate actively in the affairs of the Association: Union University at Jackson, Tennessee, and Anderson College, Anderson, Indiana.

New Members of the Association:

Fifteen new memberships have been approved during the period, all having applied, qualified, and been approved by the Executive Committee:

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Baldwin-Wallace College	Berea, Ohio	David W. Robinson Dean of Students
Buffalo, University of	Buffalo, New York	Jack M. Derringer Dean of Students

California State Polytechnic College	San Luis Obispo, Calif.	Harry A. Grace Associate Dean
Georgia State College of Bus. Administration	Atlanta, Georgia	William M. Suttles Dean of Students
Loyola College	Baltimore, Md.	Joseph P. Logan, S.J. Dean of Men
Midwestern University	Wichita Falls, Texas	William A. Yardley Dean of Students
Monmouth College	Monmouth, Illinois	Ellwood H. Ball Dean of Men
Portland State College	Portland, Oregon	Charles W. Bursch, II Dean of Students
Richmond Professional Institute	Richmond, Virginia	Margaret L. Johnson Dean of Students
San Diego State College	San Diego, California	Herbert C. Peiffer, Jr. Dean of Students
State Teachers College	Minot, North Dakota	Dan J. Sillers Dean
Texas Christian University	Fort Worth, Texas	Laurence C. Smith Dean of Students
Wayland Baptist College	Plainview, Texas	Maurice J. Sharp Dean of Students
Western Maryland College	Westminster, Maryland	William M. David, Jr. Dean of Men
Wilmington College	Wilmington, Ohio	J. Alfred McCauslin Dean of Men

Representatives of all of these new member institutions expect to be in attendance at the 1958 Conference.

#### Deaths of Members:

Your Secretary regrets to report the deaths of four representatives during the year.

Dean J. L. Bostwick, Trinity University, San Antonio, Texas, in June 1957. (He had served previously at Minnesota, New Mexico, and Allegheny.)

Dean Edward F. Bosworth, Oberlin College, Oberlin, Ohio, at Hillsboro, New Hampshire, on August 7, 1957.

Dean Edgar E. Brandon, Emeritus, Miami University, Oxford, Ohio, at Oxford on June 8, 1957. (Represented Miami 1924 to 1931 when he retired.)

Dean Floyd E. Field, Emeritus, Georgia Institute of Technology, at Atlanta, Georgia on February 13, 1958. (Represented Georgia

Institute of Technology 1925 to 1946. President and Host Dean for NADAM 1927-28.)

### Appointments, Promotions, Changes:

In the years your Secretary has served the Association, there never have been so many changes to report, mostly due to promotions. During the year we have listed 75 new appointments as follows:

Dean of Students	28
Dean of Men	15
Vice President	6
Assistant Dean of Men	6
To Academic Positions	4
Presidents	3
Director of Personnel Services	3
Dean of College	2
Counselor	2
State Department of Education	2
Director of Residence Halls	1
Director of Development	1
Director of Union	1
Executive Dean	1
Dean of Graduate College	1

Our membership list has been rewritten six times during the period with each new list obsolete by the time it was completed.

### Retirements:

Dean N. M. McKnight of Columbia College retired in 1957 after 33 years of service to his institution.

### Representation at Conferences and Meetings:

The Association, on invitation, has sent representatives to numerous conferences and educational meetings:

American Council on Education  
 American Personnel and Guidance Association  
 Association of College Honor Societies  
 Association of College Unions  
 Association of College Admissions Counselors  
 College Fraternity Secretaries Association  
 Conference of Orientation Week Directors  
 National Association of Collegiate Registrars and Admissions Officers

National Association of College and University Chaplains  
 National Education Association  
 National Association of Foreign Student Advisers  
 National Housing Directors Conference  
 National Conference on College Fraternities and Societies  
 National Independent Students Association  
 National Interfraternity Conference  
 National Panhellenic Conference  
 National Safety Council Conference  
 Southern Personnel Conference  
 Tenth Allerton Conference  
 United States National Students' Association  
 Various Inaugurations and other celebrations  
 Western Personnel Conference

#### State and Regional Conferences and Workshops:

A number of state and regional conferences have been reported, some of which will be described during the 1958 Conference. In several states, the meetings of all state institutions are regularly scheduled; Ohio, notably is holding quarterly conferences. The regional two day conferences give an excellent opportunity for careful discussion of mutual problems and recent trends.

The work of Commission III and its regional conferences with Carnegie Foundation Support, will be the subject of a special report by the Chairman of Commission III.

#### Publications:

The Proceedings of the 1957 Durham-Raleigh Conference, 298 pages, were published and distributed directly from Chicago by our reporter, Mr. Leo Isen. The complete transcript of the Conference was mailed from Chicago to all members within one month after the Conference.

Older copies of the Proceedings continue in demand from libraries, professional individuals and societies; \$72.00 was realized from the sale of such older volumes during the past year.

Three news letters have been distributed to all the members and five regional warnings concerning dishonest or unreliable parties have been sent to members within the regions affected.

### Placement Services:

Dean Arno Nowotny of the University of Texas, has continued his splendid work as Placement Officer for the Association, with nearly twice as many candidates listed in 1957-1958 as in the previous years. Mailings listing candidates Numbers 430 through 482, a total of 52 have been sent to all members.

### Meetings of the Executive Committee:

1. April 9, 1957 at the Washington-Duke Hotel, Durham, North Carolina.
2. May 29-30, 1957 at Allerton House, Monticello, Illinois
3. November 28, 1957 at the Broadmoor Hotel, Colorado Springs, Colorado

Official minutes of these meetings were prepared, sent to all members of the Executive Committee, and are on file in the Secretary's Record.

On March 31, April 1, 2, 1958, at St. Louis, Missouri, President Donald M. DuShane, Secretary Fred H. Turner, and Dean Glen T. Nygreen met with representatives of ACPA, NADWC, and AACRAO to discuss proposed jointly sponsored projects. In rotating chairmanships, Dean DuShane presided at the meeting of April 1, 1958, Deans Robert B. Kamm, William Craig, and W. W. Blaesser attended these sessions.

The Secretary has been in almost constant communication with the officers and members of the Executive Committee by mail and long distance telephone.

### Work with Conference Chairman:

Your Secretary would be remiss if he failed to mention the splendid work of the Conference Chairman, Dean John E. Hocutt. Dean Hocutt, with Assistant Chairman Dean John F. McKenzie, have carried the entire burden of Conference planning for the 1958 assembly, and have done it in splendid fashion.

Your Secretary in his 1957 report expressed dissatisfaction over his failure to complete all the needed work of the Association during the fiscal year. The appointment of the Conference Chairman has provided real relief; the growth of the Association, the rapid changes in personnel, and the ordinary secretarial duties have been so extensive that the editorial work for the Association has suffered. We are convinced that the time is near when a further division and decentralization

may be necessary to provide an editor for the Association. We hope that consideration may be given to this matter by the Executive Committee and by the Association as a whole.

The Executive Committee will give consideration to the question of the kinds of publications the Association should have; perhaps this may resolve the nature of the editorial needs.

Your Secretary would express his sincere thanks to the Officers and Members of the Executive Committee, and to the many members of the Association who through their willingness to help have made our work a pleasure.

Urbana, Illinois  
April 7, 1958

Respectfully submitted,

Fred H. Turner, Secretary



TREASURER'S REPORT  
NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS

RECEIPTS

Balance on Hand March 30, 1957	\$6,416.74	
Durham Conference Receipts	2,832.00	
Re-deposited cash used at Conference	100.00	
Dues Collected 1958-59	20.00	
Dues Collected 1957-58	5,240.00	
Dues Collected 1956-57	320.00	
Dues Collected 1955-56	80.00	
Dues Collected 1954-55	15.00	
Dues Collected 1953-54	15.00	
Receipts from Sale of Proceedings	72.00	
Receipts, re-deposited	39.97	
Refund on postage	1.00	
Refund from NCCFS	28.62	
Sale of Residence Hall publication	1.00	
Refund on tax on buses used at Durham meeting	<u>17.42</u>	
		\$15,198.75

DISBURSEMENTS

Cash Used for Conferences	\$ 200.00	
Durham (1957) Conference Expenses	3,501.02	
Reporting and Mimeographing 1957 Proceedings	2,545.81	
Expenses for Executive Committee Meetings	154.25	
Expenses - attendance at meetings	185.16	
Stenographic Service	639.50	
Stationery	65.00	
American Council on Education Dues	50.00	
Telephone and Telegrams	79.13	
Postage	153.00	
Express	10.38	
Magazine Subscription & Publications for distribution	17.50	
Mimeographing	77.79	
Secretary's Allotment	100.00	
Ruth Neel - Placement Service	100.00	
Conference Chairman	700.00	
1958 Conference expenses - badges, gavel, etc.	<u>44.86</u>	
		\$ 8,723.40
 BALANCE ON HAND APRIL 7, 1958		 \$ 6,475.35

APPENDIX BOFFICIAL ROSTER OF THOSE IN ATTENDANCE AT  
FRENCH LICK, INDIANA

<u>Name</u>	<u>Institution</u>	<u>Title</u>
Adams, Mack C.	Southern Methodist Univ.	Asst. Dean of Univ. Life
Alderson, Donald K.	University of Kansas	Dean of Men
Allen, James G.	Texas Tech. College	Dean of Student Life
Allen, James G.	Iowa State College	Asst. Dean of Resid.
Almli, Mark	St. Olaf College	Dean of Men
Anderson, Carl E.	Southern Ill. Univ.	Resident Counselor
Anfinson, Rudolph D.	Eastern Ill. Univ.	Dean of Students
Anthony, Mark	Kent State University	Asst. to Dean of Men
Austin, Leroy S.	Pratt Institute	Acting Dean of Stud.
Anderson, Mary Jean	Evansville College	Student
Baird, David T.	Evansville College	Asst. Dir. Cts. Special Educational Services
Baker, Thomas Eric	Case Institute of Tech.	Dean of Students
*Baldwin, Frank C.	Cornell University	Dean of Men
Ball, Elwood H.	Monmouth College	Dean of Men
Barbee, Dale E.	Case Institute of Tech.	Dir. of Student Aid and Placement
Basta, Sam M.	University of Nevada	Dean Student Affairs
Bates, Robert E.	Colorado State Univ.	Dean of Students
Batts, William O., Jr.	Vanderbilt University	Director of Housing
Beatty, Shelton L.	Pomona College	Dean of Men
*Beaty, Robert C.	University of Florida	Dean of Stu. Pers.
Berry, Robert C.	Univ. of Akron	Advisor of Men
Biddle, Theodore W.	Univ. of Pittsburgh	Dean of Men
Bingley, John E.	Univ. of Michigan	Asst. Dean of Men
Bischofberger, George	Marquette University	Vice Pres. of Student Affairs
*Bishop, Robert W.	Univ. of Cincinnati	Dean of Men
Blackburn, Armour J.	Howard University	Dean of Students
Blackburn, John L.	Univ. of Alabama	Asst. Dean of Men
Blade, Mary F.	The Cooper Union	Assoc. Prof. & Dir. of Green Camp
Boggs, Robert L.	Loyola University	Dean of Students
Boocock, Cornelius B.	Rutgers - The State Univ.	Dean of Men - Dir. of Student Life
Breed, Sterling L.	Western Michigan Univ.	Asst. Dean of Men
Broadbent, Thomas L.	Univ. of California	Dean of Students
Brown, Charles William	Ill. Institute of Tech.	Asst. Dean of Students

Brugger, Ad	UCLA	Asst. Dean of Students
Brunk, Wm. F.	Roberts Wesleyan College	Dean of Men
Bryan, Marmion	Southern Ill. Univ.	Graduate Assistant
Bucher, Henry P.	Coe College	Dean of Students
Cameron, Alexander R.	Lawrence College	Dean of Men
Carleton, Jim G.	Syracuse University	Asst. Dean of Men
Carroll, Monroe S.	Baylor University	Provost
Cheney, R. William	Springfield College	Dean of Students
Clarke, Joseph C.	Trinity College	Dean of Students - Registrar
Clegg, Raymond H.	Miss. Southern College	Dean of Men
Clevenger, J. C.	State Col. of Washington	Dean of Students
Clifford, Earle W.	Univ. of Vermont	Dean of Men
*Cogswell, Andrew C.	Montana State Univ.	Dean of Students
Cohn, Ben	Indiana University	Counselor
Coleman, Griffith R.	Univ. of Illinois	Prof. of Education
Coley, Marion K.	Univ. of Alabama	Asst. to Dean of Men
Collier, Kenneth M.	Ball State College	Dir. of Men's Activ.
Connole, Paul Henry	Washington Univ.	Asst. Dean of Students
Conroy, Robert R.	Marquette Univ.	Acting Dean of Men
Corson, Louis D.	Retired Professors Registry	Director
Coutts, Alan	Dickinson College	Dean of Men
Covert, E. Richard	Miami Univ. (Oxford)	Freshmen Adviser - Head Resident
Crane, Robert M.	Miami University	Asst. Dean of Men
Crawford, Norman C. Jr.	National Merit Scholarship Corporation	Scholarship Director
Crookston, Burns B.	Univ. of Utah	Asst. Dean of Students
Crosby, Howard J.	Rutgers, The State Univ.	Asst. Dean of Men
Cuber, John	Ohio State Univ.	Prof. of Sociology
Cummer, John Phillip	Florida State Univ.	Residence Counselor
David, Ben E.	Univ. of Miami	Dean of Men
David, William M., Jr.	Western Maryland Col.	Dean of Men
Davis, I. Clark	Southern Ill. Univ.	Dean, Student Affairs
Deakins, Clarence E.	Ill. Commission of Higher Education	Deputy Director
Deeringer, Jack M.	Univ. of Buffalo	Dean of Students
DeMarr, Frederick S.	Univ. of Maryland	Asst. Dean of Men
Denning, Robert Allan	Ohio Univ.	Grad. Stud. in Personnel Adm.
DePuy, Hadley Sheldon	Cornell University	Dir., Men's Residence Program
DeZonia, Robert H.	Univ. of Illinois	Graduate Assistant
Dierolf, Claude E.	Muhlenberg College	Dean of Men

Donahoe, James H.	Univ. of Scranton	Dean of Men
Dowd, Frank J.	Univ. of Rochester	Asst. to the Dean
*Dowling, Leo Raymond	Nat'l Ass'n of Foreign Student Advisors	Assoc. Dean of Stud. Indiana Univ.
*Duggan, Leo Francis	Michigan Tech.	Dean of Students & Direc. of Placement
*Dull, James Edward	Georgia Tech.	Asst. Dean of Students
Dunlop, John P.	Univ. of Cincinnati	Asst. to Dean of Men
DuShane, Donald H.	Univ. of Oregon	Dean of Students
Edwards, Thomas J.	Kenyon College	Dean of Students
Emmet, Thomas A.	Univ. of Detroit	Dean of Men
England, Kenneth M.	Georgia State College	Dean of Men
Engsberg, Paul E.	Miami Univ. (Oxford)	Freshman Adviser- Head Resident
Fagan, S.J., Gerard R.	St. Peter's College	Dir. Student Person- nel Services
Farabee, Kenneth Ray	U.S. Natl. Student Assn.	President
Ferber, David Arthur	Indiana University	Dir. of Counseling, Men's Residence
Ferner, David C.	Univ. of Rochester	Dir. Student Activ.
Fisch, A. Linc.	Hiram College	Assoc. Dean of Stu.
Foy, James E.	Ala. Polytechnic Inst.	Dir. of Student Aff.
French, Arden O.	Louisiana State Univ.	Dean of Men
*Gadaire, Charles Rice	American International College	Dean of Students
Galbraith, M. J.	Univ. of Illinois	Dean of Student
Gerlach, Herry M.	Professional Colleges Association of College Advisors Counselors	Affairs President
Giles, LeRoy H.	Carthage College	Dean of Students
Gillen, Edw. B., Rev.	Canisius College	Dir. of Student Per- sonnel Services
Gillis, John W.	Purdue University	Grad. Counselor, Office of Dean of Men
Gardner, Robb G.	Univ. of New Hampshire	Assoc. Dean of Stud.
Glose, Joseph C.	Jesuit Educational Assn.	Reg. Dir. of Higher Ed.
Goodridge, Robert C.	Univ. of Redlands	Dean of Men
Graham, Jack W.	Southern Illinois University	Coordinator, Counsel- ing and Testing
Green, William T.	Fisk University	Dean of Men
Grier, Daniel J.	Purdue University	Asst. Dean of Men
Griffin, Russell A.	Western Reserve Univ.	Dean of Students
Griffes, Jerrold A.	Ohio University	Graduate Assistant
Grip, Carl M., Jr.	Temple University	Dean of Men

Guthridge, Joe W.	Virginia Polytechnic Institute	Dir. of Stud. Affairs
*Guthrie, Wm. S.	Ohio State University	Exec. Dean, Student Relations
Gwin, John P.	Beloit College	Dean of Students
Gay, Roger G.	Purdue University	Advisor to Fraternities
*Haack, Arno J.	Washington University	Dean of Students
Hale, Lester L.	Univ. of Florida	Dean of Men
Halladay, D. W.	Univ. of Arkansas	Dean of Students
Hansen, Abner L.	Florida Southern Col.	Dean of Students
*Hansford, Richard L.	Univ. of Akron	Dir. Stud. Personnel
Hanson, Ernest E.	Northern Ill. Univ.	Dean of Students
Hardy, Donald P.	Univ. of Delaware	Asst. Dean of Students
Harper, Don S.	Southeastern La. Col.	Dean of Men
*Harrell, Charles E.	Am. Assoc. of Collegiate Registrars & Admis. Officers	Registrar, Ind. Univ.
Harris, David L.	Ripon College	Dean of Men
Harrod, Ira E.	Rensselaer Polytechnic Institute	Dean of Students
Hawley, Kent T.	Alma College	Dean of Men
Hayward, John C.	Bucknell University	Dean of Stud. Affairs
Hazlett, McCrea	Univ. of Rochester	Dean of Students
*Hendrix, Noble	Univ. of Miami	Dean of Students
Hitchcock, Arthur A.	Am. Personnel & Guidance Association	Executive Secretary
*Hocutt, John E.	Univ. of Delaware	Dean of Students
Holdeman, Wm. Dean	Oberlin College	Dean of Men
Hoogesteger, Howard H.	Lake Forest College	Dean of Students
Hopkins, Robert S.	Univ. of Massachusetts	Dean of Men
Hotchkiss, Eugene, III	Cornel University	Grad. Asst., Office of D. of Men, D. of Women
Huit, M. L.	State Univ. of Iowa	Dean of Students
Hulet, Richard E.	Ill. State Normal Univ.	Dean of Men
Hunkins, Maurel	Ohio University	Dean of Men
Hurley, John E., Rev.	St. John's Univ.	Dir. of Student Pers.
Isen, Leo	Bona Fide Rptg. Co.	Reporter
Ivey, Allen E.	Boston University	Dir. of Student Act., Inst. in Guid.
James, Robert C.	Univ. of Maryland	Assoc. Dean of Men
Jenks, Dudley A.	Drexel Inst. of Tech.	Asst. to Dean of Men
Johnson, Margaret Leah	Richmond Professional Inst., Col. of Wm. & Mary	Dean of Students
Johns, Thomas H.	Hanover College	Actg. Dean of Men
Johnstone, Herbert G.	Univ. of California	Dean of Students

*Jones, Robert L., Jr.	Indiana University	Asst. to Dean of Stud.
Jordan, Harold W.	Indiana University	Dir. Indiana Union
Karnes, Houston T.	Natl. Interfrat. Conf.	Chairman
Kauffman, Joseph F.	Brandeis University	Dean of Students
Kelley, Raymond	Univ. of Santa Clara	V.P. for Stud. Affairs
Killion, Mead W.	Roberts Wesleyan Col.	Dean of Students
Kilp, Alfred J., S.J.	Loyola University	Dean of Men
Kluge, Donald A.	Eastern Ill. Univ.	Dean of Men
*Knox, Carl W.	Miami University	Dean of Men
Krathwohl, Carlton L.	Syracuse University	Dean of Men
Kratochvil, Millard	Iowa State College	Dir. Student Affairs
Lawrence, Dave	Univ. of Louisville	Dean of Men
Leith, John D.	Lehigh University	Assoc. Dean of Stud.
*Lesser, George S.	Univ. of Colorado	Asst. Dean of Men
Levis, Robert J., Rev.	Gannon College	Dir. Stud. Pers. Service
Lippincott, Wm. D'O.	Princeton University	Dean of Students
Lochary, James Henry	Ohio University	Asst. Dean of Men
Long, David E.	Miami University	Freshman Advisor
Long, Robert O.	Wittenberg College	Dean of Students
Longnecker, Wm. Mayne	Southern Methodist U.	Dean of Univ. Life
Loucks, Donald	Florida State Univ.	Dean of Men
MacDonald, Gilbert G.	Northeastern Univ.	Dean of Students
McCloskey, Harry L.	Loyola Univ. (Chicago)	Dean of Students
McDiffett, Kenneth E.	Flint Junior College	Student Affairs
McElaney, James H.	Ohio State Univ.	Asst. Dean of Men
McGinnis, Benjamin G.	Kent State Univ.	Asst. Dean of Men
McGroarty, Wm. K., Rev.	Wheeling College	Dean of Students
McGurn, Joseph E.	Univ. of Rochester	Dir. Men's Residence
McKean, John R.O.	Allegheny College	Dean of Students
McKenzie, John F.	Boston University	Dean of Men
McLeod, James C.	Northwestern Univ.	Dean of Students
Malloy, Edward J.	Columbia College	Associate Dean
Mann, Frank	Georgetown Univ., School of Foreign Serv.	Student Personnel Director
Marsh, J. Don	Wayne State Univ.	Dir. of Student Activ.
Martin, M. B.	St. Louis Univ.	Dean, Students
Martinson, William D.	Indiana University	Dir. of Counseling
Matson, Robert E.	Ohio University	Asst. Dean of Men
*Matthews, Jack	Univ. of Missouri	Dean of Students
Metcalfe, Harold R.	School of Business, Univ. of Chicago	Dean of Students
Meyn, Charles A.	Bucknell University	Dean of Men
Miller, Robert J.	Phi Delta Theta Fraternity	Executive Secretary

Miner, William D.	Eastern Ill. Univ.	Dir. of Veterans Services & Housing
Moore, Francis A., Rev.	Univ. of San Francisco	Dean of Students
Mosher, Bryan J.	Univ. of Vermont	Asst. Dean of Men
Murphy, John E., S.J.	Loyola College	Dean of Men
Myers, Richmond E.	Moravian College	Dean of Men
Nachtigall, Harry	Anderson College	Student
Nelson, Harry Rosen	Univ. of Southern Cal.	Stu. Activities Adv.
Nester, William R.	Univ. of Cincinnati	Asst. Dean of Men
Newman, James E.	Univ. of Chicago	Dir. of Housing & Student Activities
Norton, Stanley K.	Ill. State Normal Univ.	Asst. Dean of Men
Nowotny, Arno	Univ. of Texas	Dean of Student Life
Nygreen, Glen T.	Kent State Univ.	Dean of Men
Oglesby, R. R.	Florida State Univ.	Dean of Students
Okoniewski, John Z.	Univ. of Buffalo	Asst. Dir. - Student Un.
Orwig, James P.	Berea College	Dean of Men
Park, Eldon E.	Villanova University	Asst. Prof. of Naval Sc.
*Parks, Donald S.	Univ. of Toledo	Dean of Students
Parr, Preston	Lehigh University	Assoc. Dean of Students
Parshall, Raymond E.	Carnegie Inst. of Tech.	Dir. Student Pers.
Patzner, Roland D.	Kent State Univ.	Asst. to the Dean
Perry, Benjamin L., Jr.	Florida A & M Univ.	Dean of Students
*Pershing, John J.	Georgia Tech.	Assoc. Dean of Students
Peters, George B.	Univ. of Pennsylvania	Dean of Men
Pike, C. Milton, Jr.	Northern Ill. Univ.	Dean of Men
Plews, Preston L.	Cberlin College	Asst. Dean of Men
Plummer, Robert H.	Univ. of Michigan Flint College	Dir. of Student Affairs & Services
Poling, Dan W.	Oregon State College	Dean of Men
Price, Edwin Booth	The Univ. of Texas	Asst. Dean of Men
Price, Philip	Clarkson Col. of Tech.	Dean of Students
Proffitt, John R.	Univ. of Kentucky	Asst. to Dean of Men
Quinn, John F.	Univ. of Rhode Island	Dean of Men
Rader, Marlyn A.	Moravian College	Dean
Raines, Max R.	Flint Junior College	Dir. of Student Affairs
Rambo, Vinton H.	State Teachers College Shippensburg, Pa.	Dean of Men
Ramer, Hal Reed	The Ohio State Univ.	Asst. Dean of Men
Ratterman, Patrick H.	Xavier University	Dean of Men
Rev.		

Rawsthorne, John W.	Principia	Dean of Men
Rea, Walter B.	Univ. of Michigan	Dean of Men
Readdick, David L.	Florida Southern Col.	Asst. Dean of Students
Reynolds, Lyle G.	Univ. of Calif., Santa Barbara	Dean of Students
Riggs, Lawrence A.	DePauw University	Dean of Students
*Roberts, O.D.	Purdue University	Dean of Men
Robinson, David G.	Ill. Southern Univ.	Counselor
Robinson, David W.	Baldwin Wallace Col.	Dean of Students
Rollins, J. Leslie	Harvard Grad. Sch. of Bus.	Assistant Dean
Rollow, Jack W.	Florida State Univ.	Director of Housing
*Ross, Mylin H.	Ohio State Univ.	Dean of Men
Rude, H. Neil	Ball State Teachers College	Dir. Men's Residence Hall
Rule, John T.	Mass. Inst. of Tech.	Dean of Students
Russell, J. Gene	Univ. of Oklahoma	Foreign Stud. Coord.
Ryan (Fr.), John L.	Georgetown Univ.	Dir. of Student Pers.
Sander, Daryl L.	Coe College	Dean of Men
Sartwell, L. Halcyon	Moravian College	Dean of Women
Schmidt, Louis G.	Indiana University	Head, Div. Counseling
Schumm, Lois Jeanne	Ball State Teach. Col.	Student
Schwartz, G. R.	Mankato State Col.	Dir. of Student Pers.
Schwomeyer, Herbert F.	Butler University	Dean of Men
Scott, James H.	Univ. of Arkansas	Asst. Dean of Men
*Shaffer, Robert H.	Indiana University	Dean of Students
Sharp, Maurice J.	Wayland Baptist Col.	Dean of Students
Shirley, Warren H.	Florida A & M Univ.	Assoc. Dean of Students
Shutt, Darold L.	Univ. of Arizona	Asst. Dean of Men
*Sigel, Clinton H.	Bordham University	
Simes, Frank J.	Pennsylvania State U.	Dean of Men
Sininger, Rollin A.	University of Texas	Asst. Dean of Stud. Life
Smith, Elden T.	Bowling Green State U.	Dean of Stud. Affairs
Smith, Hal R.	Florida State Univ.	Fraternity Counselor
*Smith, J. Towner	Western Mich. Univ.	Dean of Men
Smith, Jodie C.	Univ. of Oklahoma	Assoc. Dean of Students
*Smith, Mark W.	Denison University	Dean of Men
Soanes, Anthony T.	Eastern Illinois Univ.	Dir. Douglas Hall
Sorrells, Daniel J.	Central Michigan Col.	Dean of Students
*Sours, James K.	Univ. of Wichita	Dean of Students
Sprandel, Walter B.	Albion College	Dean of Men
*Stafford, Edward E.	Univ. of Illinois	Dean of Men
Stair, John Wm.	Troy State College	Dean of Students
*Stamatakis, Lou C.	Indiana University	Advisor, Stud. Govt.
Stewart, Harold E.	Wayne State Univ.	Dean of Students
*Stewart, James J., Jr.	North Carolina St. Col.	Dean of Student Aff.
Stibbs, John Henry	Tulane University	Dean of Students
Stielstra, William	Purdue University	Asst. Dean of Men



Stoeber, John B.	Thiel College	Dean of Men
Stone, Hurford E.	Univ. of California	Dean of Students
Streiff, Karl D.	Univ. of Michigan	Asst. Dean of Men
Strick, Dale E.	Carnegie Inst. of Tech.	Coord. of Stud. Activ.
Strozier, Robert	Florida State Univ.	President
Suttles, William M.	Georgia State College	Dean of Students
Swank, Don	Purdue University	Graduate Counselor
Swift, William D.	Southern Methodist U.	Asst. Dean of Univ. Life
Switzer, James R.	Mississippi Southern College	Dean of Student Affairs
Szabo, Frank Paul	Florida Southern Col.	Director of Men
Tarwater, Jesse W.	Rand Corporation	Staff Trainers
Taylor, Wallace W., Jr.	Bowling Green St. Univ.	Dean of Men
Tewell, Fred, Dr.	Miswestern University	Dean of Men
Thomas, Charles W.	Miami Univ. (Oxford)	Asst. to Dean of Men
Thompson, Jorgen S.	Augustana College	Dean of Men
Thompson, Robert V.	Evansville College	Dean of Students
Toepfer, Louis A.	Harvard Law School	Asst. Dean
Tollefson, Dean E.	Southern Ill. Univ.	Graduate Assistant
Toombs, William E.	Drexel Inst. of Tech.	Dean of Men
Tripp, Philip A.	Washburn Univ. of Topeka	Dean of Students
Trueblood, Dennis L.	Southern Ill. Univ.	Assoc. Prof. of Guid.
Truitt, John Willard	Michigan State Univ.	Dir. Men's Div. of Student Affairs
Trumpe, Richard M.	Purdue University	Graduate Counselor
		Office of Dean of Men
*Turner, Fred H.	Univ. of Illinois	Dean of Students
*Trusler, Victor T.	Kansas State Teach. Col.	Dean of Men
Tichenor, Arthur H.	Purdue University	Adv. to Foreign Stud.
Venderbush, Kenneth R.	St. Lawrence Univ.	Dean of Men
Waldo, Robert G.	Univ. of Washington	Dean of Men
Wangler, T.J.	DePaul University	V.P. Stud. Per. Services
*Watling, Thomas C.	Drury College	Dean of Men
Weaver, Fred H.	Univ. of North Carolina	Dean of Stud. Affairs
Webster, E. Douglas	Utica Col. of Syracuse U.	Dean of Stud. Affairs
Weir, William C.	Univ. of California	Assoc. Prof. of Animal Husb., Dean of Stud.
Wick, Thomas E.	Miami University	Freshman Advisor
Wilkinson, James R.	Miami University	Freshman Advisor
Williams, Joe	Univ. of Georgia	Dean of Students
Williamson, James E.	Univ. of Houston	Dean of Men
Williams, Mark H.	Indiana State Teachers College	Dean of Men

Winbigler, H.Donald	Stanford University	Dean of Students
Witte, John S.	Hobart College	Dean of Freshmen
Woodruff, Laurence C.	Univ. of Kansas	Dean of Students
Wright, Wm. McK.	DePauw University	Asst. Dean of Students
Wright, Ralph W.	Kansas State Teach.Col.	Dean of Men
Wulk, Jerry	Univ. of Southern Cal.	Counselor of Men
Yanitelli, Victor R. S.J.	Fordham University	Vice Pres. Stud.Per.
Yarborough, John M.	Stanford University	Dir. of Residences
Yardley, William A.	Midwestern University	Dean of Students
Yott, Joseph H.	University of Detroit	Asst. Dean of Men
*Young, Ralph A.	The College of Wooster	Dean of Men
Yuthas, Jack	Texas Western	Dean of Students
*Zerman, William S.	Ohio Wesleyan	Dean of Men
Zillman, Theo. W.	Univ. of Wisconsin	Dean of Men
Zinn, Bennie A.	A & M College of Texas	Dir. Dept. of Stud. Aff.
Zuckert, Eugene M.		Management Consultant

\* Denotes wives in attendance

APPENDIX C

## SUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Ky.	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Mich.	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N.C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D. C.	C. B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Illinois	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to Office of Defense Transportation -			No Meeting held
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Mich.	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Missouri	W.P. Lloyd	F.H. Turner
34	1952	180	Colorado Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37	1955	230	Lafayette, Indiana	J.H. Stibbs	F.H. Turner
38	1956	201	Berkeley, Calif.	J.E. Hocutt	F.H. Turner
39	1957	231	Durham, N. Carolina	F.C. Baldwin	F.H. Turner
40	1958	306	French Lick, Ind.	D.M. DuShane	F.H. Turner

APPENDIX D

NATIONAL ASSOCIATION OF STUDENT PERSONNEL ADMINISTRATORS  
 ROSTER OF MEMBERS - April 9, 1958

<u>Institution</u>	<u>Address</u>	<u>Representative</u>
Agricultural and Mechanical College of Texas	College Station, Texas	Robert B. Kamm, Dean of Stud. Pers. Services
Akron, University of	Akron 4, Ohio	Donfred H. Gardner, Dean of Administration
Alabama Polytechnic Institute	Auburn, Alabama	James E. Foy, Director of Student Affairs
Alabama, University of	University, Alabama	Louis D. Corson, Dean of Men
Alaska, University of	College, Alaska	William R. Cashen, Dean of Students
Albion College	Albion, Michigan	W. B. Strandel
Alfred University	Alfred, New York	Fred H. Gertz
Allegheny College	Meadville, Penn.	John R. R. McKean
Alma College	Alma, Michigan	Kent Hawley
American International College	Springfield, Mass.	Charles R. Gadaire, Dean of Stud. Activ.
American University	Washington, D. C.	Ralph C. John, Dean of Students
Arizona State College	Tempe, Arizona	W. P. Shofstall
Arizona, University of	Tucson, Arizona	A. Louis Slonaker
Arkansas State College	State College, Ark.	Robert Moore
Arkansas, University of	Fayetteville, Ark.	D. Whitney Halladay, Dean of Students
Augustana College	Sioux Falls, So. Dak.	Jorgen S. Thompson
Baker University	Baldwin, Kansas	Benjamin A. Gessner
Baldwin-Wallace College	Berea, Ohio	David W. Robinson, Dean of Students
Ball State Teachers College	Muncie, Indiana	Howard G. Johnshoy, Dean of Student Affairs
Baylor University	Waco, Texas	Monroe S. Carroll, Provost
Beloit College	Beloit, Wisconsin	John P. Gwin, Dean of Students
Berea College	Berea, Kentucky	James P. Orwig
Boston College	Boston, Mass.	Francis B. McManus, S.J.
Boston University	Boston, Mass.	John F. McKenzie
		Verne C. Edmunds, Assistant Dean
Bowling Green State University	Bowling Green, Ohio	Elden T. Smith, Director of Student Affairs

Bradley University	Peoria, Illinois	Leslie H. Tucker, Dean of Students
Brandeis University	Waltham, Mass.	Joseph F. Kauffman, Dean of Students
Brigham Young University	Provo, Utah	Wesley P. Lloyd, Dean of Students
Brown University	Providence 12, R.I.	E. R. Durgin, Dean of Students
Bucknell University	Lewisburg, Penn.	John C. Hayward, Dean of Student Affairs Charles A. Meyn, Dean of Men
Buffalo, University of	Buffalo 14, N.Y.	Jack M. Derringer, Dean of Students
Butler University	Indianapolis, Ind.	Herbert F. Schwomeyer, Dean of Men
California Institute of Technology	Pasadena, Calif.	Paul C. Eaton, Dean of Students
California State Polytechnic College	San Luis Obispo, California	Harry A. Grace, Associate Dean
California, University of	Berkeley, Calif.	H. E. Stone, Dean of Students
California, University of	Los Angeles, Calif.	Byron Atkinson, Associate Dean of Stud.
California, University of	Riverside, Calif.	Thomas L. Broadbent, Dean of Students
California, Univ. of (Medical Center)	San Francisco, Calif.	Herbert G. Johnstone, Dean of Students
California, Univ. of (Santa Barbara College)	Goleta, California	Lyle G. Reynolds
Calvin College	Grand Rapids 6, Mich.	Philip R. Lucasse
Canisius College	Buffalo, New York	Edward B. Gillen, Dir. of Stud. Pers. Services
Capital University	Columbus, Ohio	John Kirker
Carleton College	Northfield, Minn.	Merrill E. Jarchow
Carnegie Institute of Technology	Pittsburgh 13, Pa.	Dr. Raymond E. Parshall
Carroll College	Waukesha, Wis.	Sumner J. House
Carthage College	Carthage, Illinois	LeRoy H. Giles, Dean of Students
Case Institute of Technology	Cleveland, Ohio	Thomas E. Baker, Dean of Students
Central Michigan Col- lege of Education	Mount Pleasant, Michigan	Daniel J. Sorrells, Dean of Students
Chicago, University of	Chicago 37, Illinois	John P. Netherton, Dean of Students

Chico State College	Chico, California	John F. Bergstresser, Dean of Students
Cincinnati, Univ. of	Cincinnati 21, Ohio	Robert W. Bishop
City College of New York	New York, New York	Daniel F. Brophy
Clarkson College of Technology	Potsdam, New York	Philip Price, Dean of Students
Coe College	Cedar Rapids, Iowa	Henry P. Bucher, Dean of Students
Colgate University	Hamilton, New York	Carl A. Kalgren
Colorado State Univ.	Fort Collins, Colo.	Robert E. Bates, Dean of Students
Colorado College	Colorado Springs, Colorado	Juan Reid
Colorado School of Mines	Golden, Colorado	W. V. Burger, Dean of Students
Colorado, University of	Boulder, Colorado	Mary Ethel Ball, Acting Dean of Stud.
Columbia University	New York 27, N.Y.	Harry G. Carlson Edward J. Malloy, Associate Dean
Concordia Teachers College	River Forest, Illinois	Carl Halter, Dean of Students
Cooper Union, The	New York 3, N.Y.	John W. Graham, V.P.
Cornell University	Ithaca, New York	Frank C. Baldwin
Creighton University	Omaha 2, Nebraska	Austin E. Miller, S.J.
Dartmouth College	Hanover, N.H.	Joseph L. McDonald
Delaware, Univ. of	Newark, Delaware	John E. Hocutt, Dean of Students
Denison University	Granville, Ohio	Mark W. Smith
Denver, University of	Denver, Colorado	Daniel Feder, Dean of Students
DePaul University	64 East Lake Street, Chicago, Illinois	T. J. Wangler, C.M., Vice-Pres. of Student Personnel Services
DePauw University	Greencastle, Ind.	Lawrence A. Riggs, Dean of Students William Wright, Asst. Dean of Students
Detroit, University of	Detroit 21, Mich.	Thomas A. Emmet, Dean of Men
Dickinson College	Carlisle, Pa.	Alan Coutts
Doane College	Crete, Nebraska	John X. Jamrich, Dean of the College James Campbell, Dean of Men
Drake University	Des Moines 11, Iowa	Robert J. Kibbee, Dean of Students

Drexel Institute of Technology	Philadelphia, Penn.	William E. Toombs
Drury College	Springfield, Mo.	Thomas C. Watling
Duke University	Durham, N. Car.	Robert B. Cox
Duquesne University	Pittsburgh, Pa.	J. F. McNamara
East Texas State Teachers College	Commerce, Texas	J. W. Rollins
Eastern Illinois State College	Charleston, Illinois	Rudolph D. Anfinson, Dean of Students
Eastern Washington College of Education	Cheney, Washington	Daryl Hagie, Dean of Students
Emory University	Emory, Georgia	E. H. Rece
Evansville College	Evansville, Indiana	Robert V. Thompson, Dean of Students
Fisk University	Nashville, Tennessee	William T. Green, Associate Dean of Men
Florida Agricultural & Mechanical University	Tallahassee, Florida	B. L. Perry
Florida Southern Col- lege	Lakeland, Florida	Abner L. Hansen, Dean of Students
Florida State Univer- sity	Tallahassee, Fla.	R. R. Oblesby, Dean of Students
Florida, University of	Gainesville, Florida	R. C. Beaty Dean of Students
Fordham University	New York 58, N.Y.	Victor R. Yanitelli, S.J., Dir. of Student Personnel Services
Franklin and Marshall College	Lancaster, Pa.	Richard H. Winters, Dean of Students
Fresno State College	Fresno 4, Calif.	Leo Wolfson, Dean of Students
General Motors Institute	Flint, Michigan	Robert S. Yoke, Head- Student Relations Staf
Georgetown University	Washington 7, D.C.	Rev. John L. Ryan
George Washington University	Washington, D.C.	Donald Faith, Director of Men's Activities
Georgia Institute of Technology	Atlanta, Georgia	George C. Griffin, Dean of Students
George State College of Business Administration	Atlanta, Georgia	William A. Suttles, Dean of Students
Georgia, University of	Athens, Georgia	Joseph A. Williams, Dean of Students
Gettysburg College	Gettysburg, Pa.	W. Ramsay Jones, Jr.
Grinnell College	Grinnell, Iowa	Earl F. Peisner

Grove City College	Grove City, Pa.	Robert K. McKay
Hanover College	Hanover, Indiana	Thomas Johns, Acting Dean of Men
Hardin-Simmons Univ.	Abilene, Texas	Jack V. Collins
Harvard College	Cambridge, Mass.	Delmar Leighton, Dean of Students
Hastings College	Hastings, Nebraska	F. E. Weyer
Hawaii, University of	Honolulu, Hawaii	Harold Bitner, Dean of Student Personnel
Henderson State Teachers	Arkadelphia, Ark.	Paul W. Cauffiel, Dean of Students
Hillsdale College	Hillsdale, Mich.	E. Robert Chable, Dir. of Student Personnel
Hiram College	Hiram, Ohio	Dean of Men
Houston, University of	Houston, Texas	J. E. Williamson
Howard University	Washington, D. C.	A. J. Blackburn, Dean of Students
Idaho, College of	Caldwell, Idaho	S. Gene Odle, Dir. of Student Personnel
Idaho, University of	Moscow, Idaho	Charles O. Decker, Dir. of Stud. Affairs
Illinois Institute of Technology	Chicago 16, Illinois	Clarence E. Deakins, Dean of Students
Illinois State Normal University	Normal, Illinois	Richard E. Hulet
Illinois, University of	Urbana, Illinois	Fred H. Turner, Dean of Students
Illinois Wesleyan University	Bloomington, Ill.	Jack Horenberger, Advisor for Men
Indiana University	Bloomington, Ind.	Robert H. Shaffer, Dean of Students
Iowa State College	Ames, Iowa	Millard R. Kratochvil, Dir. of Stud. Pers. Serv.
Iowa, State Univer- sity of	Iowa City, Iowa	Marion L. Huit, Dean of Students
Kansas State College	Manhattan, Kansas	Herbert J. Wunderlich, Dean of Students
Kansas State Teachers College	Emporia, Kansas	Victor T. Trusler
Kansas State Teachers College	Pittsburg, Kansas	Ralph Wright, Dean of Men
Kansas, University of	Lawrence, Kansas	Laurence C. Woodruff, Dean of Students
Kent State University	Kent, Ohio	Glen T. Nygreen



Kentucky, University of Lexington 29, Ky.	Leslie L. Martin
Knox College Galesburg, Ill.	Dean of Students
Lafayette College Easton, Pa.	Frank R. Hunt
Lake Forest College Lake Forest, Ill.	Howard Hoogesteger
Lawrence College Appleton, Wis.	Alexander Robert Cameron, Dean of Students
	Edwin Schoenberger, Dean of Students, Institute of Paper Chem.
Lehigh University Bethlehem, Pa.	Wray H. Congdon, Dean of Students
Lewis and Clark College Portland, Oregon	Vergil Fogdall, Dean of Students
Long Beach State College Long Beach 15, California	Francis J. Flynn, Dean of Students
Louisiana Polytechnic Institute Ruston, Louisiana	S. X. Lewis
Louisiana State Univ. Baton Rouge, La.	Arden O. French
Louisville, Univ. of Louisville, Kentucky	Dave Lawrence
Loyola College Baltimore 10, Md.	Ref. John E. Murphy, S.F.
Loyola University of Los Angeles Los Angeles	Alfred J. Kilp, S.J.
Loyola University of New Orleans New Orleans	Robert L. Boggs, S.J.
Maine, University of Orono, Maine	John E. Stewart
Maritime College Ft. Schuyler, York, N.Y.	Arthur J. Spring, Dean of Students
Marquette University Milwaukee, Wis.	George Bischofberger, S.J., Vice Pres. of Student Affairs
Marshall College Huntingdon, W. Va.	Harold Willey
Maryland, Univ. of College Park, Md.	Geary Eppley, Dir. of Student Welfare
	B. James Borreson
Massachusetts Institute of Technology Cambridge, Mass.	John T. Rule, Dean of Students
Massachusetts, University of Amherst, Mass.	Robert S. Hopkins, Jr.
McNesse State College Lake Charles, La.	Ellis Guillory, Dean of Men
Mercer University Macon, Georgia	Richard C. Burts, Jr.
Miami, University of Coral Gables, Florida	Noble B. Hendrix, Dean of Students
	Ben E. David
Miami University Oxford, Ohio	Carl W. Knox

Michigan College of Mining & Technology	Houghton, Mich.	L. F. Duggan, Dean of Students
Michigan State Univ.	East Lansing, Michigan	Tom King, Dean of Students
Michigan, Univ. of	Ann Arbor, Mich.	James Lewis, Vice Pres.
Middlebury College	Middlebury, Vt.	W. B. Rea, Dean of Stu.
Midwestern University	Wichita Falls, Tex.	Harris E. Thurber, Acting Dean
Millsaps College	Jackson, Miss.	William A. Yardley, Dean of Students
Minnesota, Univ. of	Minneapolis, Minn.	J. E. McCracken, Dean of Students
Minnesota, Univ. of	Duluth 5, Minn.	E. G. Williamson, Dean of Students
Mississippi, University of	University, Mississippi	C. W. Wood, Director
Mississippi Southern College	Hattiesburg, Mississippi	L. L. Love, Dean, Div. of Student Personnel
Missouri, Univ. of	Columbia, Mo.	J. R. Switzer, Dean of Student Welfare
Monmouth College	Monmouth, Ill.	Jack Matthews, Dean of Students
Montana State College	Bozeman, Montana	Elwood H. Ball, Dean of Men
Montana State University	Missoula, Montana	Val Glynn, Dean of Stu.
Montclair State Teachers	Montclair, New Jersey	Andrew Cogswell, Actg. Dean of Students
Moravian College	Bethlehem, Pa.	Clifton S. Jackson, Northern Mont. College, Havre, Montana
Muhlenberg College	Allentown, Pa.	Ned Schrom, Dean of Students
Nebraska, Univ. of	Lincoln 8, Nebr.	Marlyn D. Rader
Nebraska Wesleyan Univ.	Lincoln, Nebraska	Claude Dierolf, Dean of Men
Nevada, Univ. of	Reno, Nevada	J. P. Colbert, Dean of Student Affairs
Newark College of Engineering	Newark 2, N.J.	Clinton B. Gass
New Hampshire, Univ. of	Durham, N. H.	Sam M. Basta, Dean of Student Affairs
New Mexico Highlands University	Las Vegas, New Mex.	Frank A. Grammer
New Mexico State College of Agric. & Mech. Arts	State College, N. Mex.	Robb G. Gardiner
		Ray A. Farmer, Dean of Student Affairs
		Philip S. Ambrose, Dean of Students

New Mexico, Univ. of	Albuquerque, N.Mex.	Howard V. Mathany
New York University	New York, N.Y.	William Bush Baer, Dean of the University
North Carolina State College	Raleigh, N. Car.	James J. Stewart, Dean of Student Affairs
North Carolina, University of	Chapel Hill, N.Car.	Fred H. Weaver, Dean of Student Affairs
North Dakota Agricul- tural College	Fargo, N. Dak.	C. A. Sevrinson
North Dakota, Univ. of	Grand Forks, N.Dak.	Charles L. Lewis
Northeastern University	Boston, Mass.	Gilbert MacDonald, Dean of Students
Northern Illinois Univ.	DeKalb, Illinois	Ernest E. Hanson
Northwestern State College	Natchitoches, La.	Dudley G. Fulton, Dir. of Student Relations
Northwestern University	Evanston, Illinois	James C. McLeod, Dean of Students
Oberlin College	Oberlin Ohio	W. Dean Holdeman
Ohio State University	Columbus, Ohio	Mylin H. Ross
Ohio University	Athens, Ohio	Maurel Hunkins
		Philip L. Peterson, Associate Dean
Ohio Wesleyan Univ.	Delaware, Ohio	William S. Zerman
Oklahoma State University	Stillwater, Okla.	J. N. Baker, Dean of Student Affairs
Oklahoma Baptist Univ.	Shawnee, Okla.	Donald G. Osborn
Oklahoma City Univ.	Oklahoma City, Okla.	George H. Ryden
Oklahoma, Univ. of	Norman, Oklahoma	Clifford J. Craven, Dean of Students
Omaha, University of	Omaha, Nebraska	Jay B. MacGregor, Dean of Students
Oregon State College	Corvallis, Oregon	Dan Poling
Oregon, University of	Eugene, Oregon	Donald M. DuShane, Dean of Students
Ottawa, University of	Ottawa, Canada	Romeo Legault, OMI
Pacific, College of	Stockton 27, Cal.	Edward S. Betz
Park College	Parkville, Missouri	Richard A. Elson, Dean of Students
Pennsylvania State Univ.	State College, Pa.	Frank J. Simes
Pennsylvania, Univ. of	Philadelphia, Pa.	George B. Peters
Pittsburgh, Univ. of	Pittsburgh, Pa.	Theodore W. Biddle
Polytechnic Institute of Brooklyn	Brooklyn 2, New York	Henry Q. Middendorf, Dean of Students
Polytechnic Institute of Puerto Rico	San German, Puerto Rico	Boyd B. Palmer

Portland State College	Portland, Oregon	Charles W. Bursch, II Dean of Students
Pratt Institute	Brooklyn 5, N.Y.	LeRoy S. Austin, Actg. Dean of Students
Princeton University	Princeton, N.J.	William D'O Lippincott
Principia, The	Elsah, Illinois	John W. Rawsthorne
Puerto Rico, University of	Mayaguez, Puerto Rico	José A. Franceschini, Dir. of Stud.Services
Purdue University	Lafayette, Ind.	Donald R. Mallett, Administrative Dean O. D. Roberts
Queens College	Flushing 67, New York	George B. Spitz, Jr. Assoc.Dean of Students
Redlands, University of	Redlands, Calif.	Cliff Holmes, Dean of Students
Rensselaer Polytechnic Institute	Troy, New York	Ira Harrod, Dean of Students
Rhode Island, Univ. of	Kingston, R.I.	John F. Quinn
Rice Institute, The	Houston, Texas	Guy T. McBride, Dean of Students
Ripon College	Ripon, Wisconsin	David L. Harris
Rochester, Univ. of	Rochester, New York	H. Pearce Atkins
Rollins College	Winter Park, Fla.	Joseph Justice, Acting Dean
Rutgers University	New Brunswick, New Jersey	Cornelius B. Boocock Edgar G. Curtin, Associate Dean
St. John's University	Collegeville, Minn.	Francis Studer, O.S.B.
St. Lawrence University	Canton, New York	Kenneth R. Venderbush, Dean of Men
St. Louis University	St. Louis, Missouri	M. B. Martin, S.J. Dean of Students
St. Olaf College	Northfield, Minn.	Mark Alml1
St. Peter's College	Jersey City, N.J.	Gerard Fagan, S.J., Dir.of Stud.Personnel
San Francisco State College	San Diego, Calif.	Herman C. Peiffer, Jr. Dean of Students
San Francisco, Univ.of	San Francisco 17, California	Francis A. Moore, S.J.
San Jose State College	San Jose, Calif.	Stanley C. Benz, Dean of Students
Santa Clara, Univ. of	Santa Clara, Calif.	Robert Martin Raymond Kelley, S.J.

South Carolina, Univ. of	Columbia, South Car.	James T. Penney
South Dakota, Univ. of	Vermillion, S.Dak.	Howard Connors
Southeastern Louisiana College	Hammond,	L. E. Chandler, Dean of Div. of Student Life
Southern California, University of	Los Angeles, California	Robert Gordon, Acting Dean of Students
Southern Illinois Univ.	Carbondale, Ill.	I. Clark Davis
Southern Methodist University	Dallas 5, Texas	Mayne Longnecker, Dean of Students
Southwestern College	Winfield, Kansas	Donlad L. Colburn, Counselor of Men
Southwestern Louisiana Institute	Lafayette, Louisiana	E. Glynn Abel
Springfield College	Springfield, Mass.	R. William Cheney
Spring Hill College	Spring Hill, Ala.	Father Hilton L. Rivet, S.J.
Stanford University	Stanford, Calif.	H. Donald Winbigler, Dean of Students
State College of Washington	Pullman, Wash.	J. C. Clevenger, Dean of Students
State Teachers College	Mankato, Minn.	G. R. Schwartz, Dir. of Student Personnel
State Teachers College	Minot, N. Dak.	Dan J. Sillers
State Teachers College	Troy, Alabama	John W. Stair, Dean of Students
State University Teachers College	Buffalo, New York	Gordon J. Klopff, Dean of Students
State University Teachers College	Cortland, N.Y.	A. W. Baisler, Dean of Students
State University Teachers College	Fredonia, N.Y.	Joseph E. Gould
State University Teachers College	Geneseo, New York	Gerald Saddlemire, Dean of Students
State University Teachers College	Oneonta, New York	Jack Kimball, Dean of Students
State University Teachers College	Oswego, New York	Norman E. Whitten
Stetson University, John B.	DeLand, Florida	George W. Hood
Stevens Institute of Technology	Hoboken, New Jersey	William J. Farrisee
Swarthmore College	Swarthmore, Pa.	William C.H. Prentice
Syracuse University	Syracuse 10, N.Y.	Frank Piskor, V.Pres.
Taylor University	Upland, Indiana	William D. Green, Dean of Students
Temple University	Philadelphia, Pennsylvania	Carl M. Grip, Director of Development

Tennessee, University of	Knoxville, Tennessee	R. E. Dunford, Dean of Students
Texas Christian University	Fort Worth, Texas	Laurence C. Smith Dean of Students
Texas College of Arts and Industries	Kingsville, Texas	J. E. Turner
Texas Technological Col.	Lubbock, Texas	James G. Allen
Texas, Univ. of	Austin 12, Texas	Arno Nowotny, Dean of Student Life
Toledo, University of	Toledo 6, Ohio	Jack Holland
Trinity College	Hartford, Conn.	Donald S. Parks, Personnel Director
Tulane University	New Orleans, La.	Joseph C. Clarke, Dean of Students
Tulsa, University of	Tulsa 4, Oklahoma	John H. Stibbs, Dean of Students
Union College	Lincoln, Nebraska	Dan Wesley, Counselor to Men
Union College	Schenectady, N.Y.	M. S. Culver
United States Air Force Academy	Denver 8, Colorado	C. W. Huntley
Upsala College	East Orange, N.J.	D. C. Berck, Director of Procurement
Utah State Agricul- tural College	Logan, Utah	Harold S. Carlson, Dean of Students
Utah, University of	Salt Lake City, Utah	Ellvert H. Himes, Dean of Students
Valparaiso University	Valparaiso, Indiana	W. W. Blaesser, Dean of Students
Vanderbilt University	Nashville, Tennessee	Luther P. Koepke
Vermont, University of	Burlington, Vermont	William O. Batts, Director of Housing
Virginia, Univ. of	Charlottesville, Virginia	Albert S. Thompson, Chief of Counselors
Virginia Polytechnic Institute	Blacksburg, Virginia	Clifford Earl
Wagner Memorial Lutheran College	Grymes Hill, Staten Island, N.Y., N.Y.	B.F.D. Runk, Univer- sity Adviser to Men
Washburn University of Topeka	Topeka, Kansas	Joe W. Guthridge, Dir. of Stud. Affairs
Washington College	Chesterton, Maryland	Robert B. Nemeschy
		Philip A. Tripp, Dean of Students
		Albert S. Hill, Dean of Students

Washington and Lee University	Lexington, Virginia	Frank J. Gilliam, Dean of Students
Washington, State College of	Pullman, Washington	J. C. Clevenger, Dean of Students
Washington University	St. Louis, Missouri	Arno J. Haack, Dean of Students
Washington, University of	Seattle, Washington	Donald K. Anderson, Dean of Students
Wayland Baptist College	Plainview, Texas	Maurice J. Sharp, Dean of Students
Wayne University	Detroit 1, Michigan	Harold Stewart, Dean of Student Affairs
Western Maryland College	Westminster, Maryland	William H. David, Jr., Dean
Western Michigan Col- lege of Education	Kalamazoo, Michigan	J. Towner Smith
Western Reserve University	Cleveland, Ohio	R. A. Griffin, Dean of Students
West Virginia University	Morgantown, West Virginia	Joseph C. Gluck, Direc. of Stud. Services
Wheaton College	Wheaton, Illinois	Arthur H. Volle, Dean of Students
Wichita, University of	Wichita, Kansas	James K. Sours, Dir. of Student Services
William and Mary, College of	Williamsburg, Virginia	Joe Farrar
Wilmington College	Wilmington, Ohio	J. Alfred McCauslin, Dean of Men
Wisconsin, University of	Madison 6, Wisconsin	Leroy E. Luberg, Dean of Students
		Theodore W. Zillman William R. Butler, Dir. of Stud. Pers. Services, Milwaukee, Wisconsin
Wittenberg College	Springfield, Ohio	Robert O. Long, Dean of Students
Wooster, College of	Wooster, Ohio	Ralph A. Young
Wyoming, Univ. of	Laramie, Wyoming	A. L. Keeney
Xavier University	Cincinnati, Ohio	P.H. Ratterman, S.J.

## HONORARY MEMBER

Honorable H. Roe Bartle, 1023 Grand Avenue, Kansas City, Missouri

## EMERITUS DEANS

S.E. Crowe, Michigan State University, East Lansing, Michigan  
B. C. Daly, Box 755, Laramie, Wyoming  
A. D. Enyart, Rollins College, Winter Park, Florida  
Scott H. Goodnight, 1649 Aloma Avenue, Winter Park, Florida(winter)  
Land o'Lakes, Vilas County, Wisconsin (summer)  
Garner E. Hubbell, 16412 Akron Street, Pacific Palisades, Calif.  
J. B. Jackson, 1107 Prince Edward Street, Fredericksburg, Virginia  
T. T. Jones, 1848 McDonald Road, Lexington, Kentucky  
Ray E. Manchester, 208 North Lincoln Street, Kent, Ohio  
Ray C. Pettett, Adrian College, Adrian, Michigan  
J. J. Somerville, Ohio Wesleyan University, Delaware, Ohio  
T. J. Thompson, University of Nebraska, Lincoln, Nebraska  
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APPENDIX E

Following are reports of Group meetings which were submitted for publication:

GROUP B - Institutions with 1,501 to 5,000 students

Chairman: Dean Richard E. Hulet

Recorder: Dean Dave Lawrence

Group discussion, led by the panel began with the question President Strozier raised concerning academic respectability and competence.

A. Certain criticisms have been levied against student personnel workers making them feel that they lack academic respectability. Why are we defensive about this?

1. Some faculty members think that education takes place only in the class room. It was indicated that some very effective instruction takes place in the one-to-one relationship of the counseling session.
2. Student personnel administrators are not communicating effectively with the teaching faculty in regard to the importance of our work.
3. Some members of the teaching faculty complain that the extra-curriculum is defeating the main purpose of class room instruction or at least is in direct competition with it.

B. The group raised the question as to why the need for academic respectability exists.

1. The teaching faculty do not understand our function in relation to the total educational endeavor.
2. While our role as personnel administrators is not clearly defined, that of the class room teacher is well defined.
3. Student personnel administration is a relatively new function, less well understood by the older faculty than by the new ones.

C. How can student personnel administrators gain this academic respectability:

1. Identify with the faculty. How to do this?

## GROUP B (Continued)

- a. We should have academic rank and be identified with an academic unit of the teaching faculty.
  - b. By a show of hands in the group approximately 1/3 did have academic rank and taught -- a few more had academic rank and did not teach. Some had no academic rank but taught.
2. Presidents of our colleges and universities should provide academic rank and prestige.
  3. Our offices should serve as an information agency for both students and faculty.
  4. Our offices should be an integral part of the whole educational picture since we are concerned with the whole student and not with just a part of him.
  5. We should attempt to create an in-service training program for faculty working in the extracurriculum.
  6. We should be in the position of promoting activities which lead to learning.
  7. We should become aware of the importance of the services which we provide in the Dean of Students' office.

The group discussion then shifted to the charge by Barry and Wolf that NASPA did not provide national leadership needed in our field and that the load was carried by such organizations as APGA.

Clarence Deakins mentioned that a number of national organizations had recommendations concerning the recent national scholarship problem but that NASPA did not come forth with any recommendations.

The group indicated that they desired a greater coordination between NASPA and the other comparable national organizations. They also indicated that more cooperation and coordination exists than Barry and Wolf seem to be aware of. By a show of hands about one-half of the group had members of their staffs who were members of APGA and who regularly attended the meetings of APGA. Only 4 or 5 individuals in the group attended both NASPA and APGA. The group felt that the organizations were sufficiently different that the persons on their staffs most closely connected with APGA did attend APGA and that they, having a more general responsibility for the total student personnel program development, wished to attend NASPA.

## GROUP D - Institutions with 10,000 or more students

Chairman: Dean Tom King

Recorder: Assistant Dean Daniel J. Grier

Dean King opened the meeting with remarks about the impact of changes in the college personnel program which necessitate our doing some thinking about changes in attitude because of the emphasis currently on science. He then stated that it might be most satisfactory to discuss President Strozier's address while it was fresh in our minds, and threw the meeting open to floor discussion. A summary of questions, answers and comments on ideas suggested by Dr. Strozier's address follows:

We will have to re-examine our personnel programs and validate them against the core purposes and programs of our institutions. This has important implications for admission and orientation of students into the right academic field, especially with respect to engineering and the sciences. We should do all we can to prevent the problems and frustrations caused by students entering the wrong field. One of the biggest problems is what to do with the student who is dropped from the engineering program -- they are men without a country.

The unclassified program at Purdue was mentioned as a formal method of helping direct them into more suitable academic areas. Somewhat similar programs are in use in a number of schools, but it was pointed out that many schools are not facing up to the problem where it exists with upper-class students. This latter is caused in part by the apparently increasing trend for individual colleges setting higher requirements for staying in school or for graduation than demanded by general university requirements.

Is more pre-college guidance and testing an answer to the general problem? University of Washington has instituted a state-wide testing program, with individual results available to all colleges in the state. The "University College" system was advanced as another answer, and students entering as "non-preference" students have generally done well.

We must identify with the academic program and at same time establish communication with the faculty to see that under stress of current opinion they avoid moving too far and too fast; that they work with students to help them before they are in serious trouble; that we should use faculty meetings to tell them what we are trying to do. We must be alert about all students, not merely those in engineering and science. By our help and

that of the faculty in building up scholastic interest and more serious student attitudes we can save ourselves a lot of headaches.

The problem of getting proper vocational information to students was mentioned but most schools seem to have some agency or office where this is available.

The question of who is responsible for picking out and encouraging top students in the various academic fields was discussed. It was suggested that we might take a tip from athletic recruiters methods. Use is already being made of "science fairs." It was generally felt that we can help to pick out potentially good students but from there on it is up to the faculty to direct and encourage them.

Methods of combating intellectual apathy and "gentleman's C" attitude are needed but the current furor may be of great help in stimulating a change of attitude in students and parents. A warning was given with respect to possible conflicts between our beliefs in consideration for the individual and the results of setting extremely high standards.

Chairman King then suggested we move to a discussion of President DuShane's address.

The "isolationist attitude" mentioned by Barry and Wolf was mentioned and the question of a more complete and authoritative periodical publication was raised but there was no discussion. It was also mentioned that more joint committees among our professional organization would be helpful. The lack of effective communications between personnel service and technical agencies on our own campuses was mentioned as a basic problem.

The matter of basic standards of integrity among students was mentioned and the low moral value placed on this by students appears to be of very great concern to all administrators. We should make every effort to have a "moral renaissance" among our students and enlist the help of both faculty and students in bringing this about. We all accept and try to enforce standards of integrity but sometimes mistakenly take all the responsibility for doing it. Low integrity is sometimes stimulated by faculty and parental attitudes and we need to make a united front in remedying the situation.

The meeting was summarized by Dean King and Vice President Bischofberger. Our identification with the academic program is largely a matter of attitude and we should re-orient ourselves in view of the total educational process. We must work with the

faculty, not try to do it all ourselves. Personnel work should prepare the attitude of the student for academic work, not only in science, but all fields. We must also remember that our American system is dedicated to offering education to all who can benefit.

#### GROUP IV - Training Program for Student Leaders

Chairman: Dean Robert S. Hopkins

Recorder: Dean John Rawsthorne

To find potential leaders, let them identify self through their performance. When they come in as freshmen some schools divide them up into small groups to be overseen by sophomore or other upper classmen. This helps the upper classmen and the freshmen to aid in selecting next year's overseers. Rutgers requires candidates for high student offices to take a test on parliamentary procedure and the constitution; if they fail, they are disqualified.

Students should be given real responsibility in any given area so kid stuff and busy work is eliminated and they will feel the significance of their efforts at leadership.

The leader in high school often is burned out, or found it dirty politics, or was warned by his parents to study only in college, so ways should be found to reinterest a good leader in this work. Using another word than leadership was helpful, a word such as "planner."

Various training programs are in use. Utah gives classes on leadership training by their education and psychology department. Several colleges give courses in parliamentary procedure. Schools use case studies, buzz sessions, strip film to lead discussions, role playing. Many schools, either in the spring or the fall, have 3-day workshops away from the campus put on by the deans and chaplain to show the students the problems they will be concerned with. Some have 2-day workshops on this throughout the year on weekends with the Senate, Residence Hall heads and IFC. Central Michigan has the president talk with advisers, the vice president with the president of every student organization on procedures, and the head office clerk to all secretaries and treasurers of student organizations on their specialty. Handbooks are another training aid. Most colleges felt that the size of key groups to be reached by those programs should be limited to 30.

There are a number of good books to aid training: *New Ways to Better Meetings*, by Strauss and Strauss; *Manual for Role Playing*; *Case Studies*, Meyer; *Dynamics of Participative Groups* by Jack Gibbs; *Group Dynamics* by Cartwright and Zander.

Mentioned but not discussed was the need to bring shy students along as well as the followers. Also mentioned was the significant decline in class activities.

GROUP V - Changing Attitudes of Students in Changing Times;  
Developing Student Responsibility and Maturity

Chairman: Dean Ralph A. Young  
Recorder: Dean Robb G. Gardiner

Philip Jacob's Changing Values in College was used as the basis of discussion for most of this session. Though there was agreement with many of the book's observations, it was felt that there was also a probability of over-statement. There was common agreement that one of the important ways of developing student responsibility and maturity was involvement wherever practicable in campus decisions.

GROUP VII - Organization of Effective Counseling Programs --  
Recent Developments and Trends

Chairman: Dean George B. Peters  
Recorder: Dr. Allen E. Ivey

The purpose of the panel was to lead informal group discussion on material designed to present definitive material on trends, new directions, emerging problems, and current experiences in the area of counseling. The panel members each presented a brief discussion of a specialized topic and the floor was then open for discussion.

Dean George B. Peters, University of Pennsylvania, as Chairman of the panel opened the discussion with a review of the purposes of the meeting and introduced the panel members whose comments are briefly summarized below.

DEAN JORGEN S. THOMPSON, Augustana College, discussed "Coordination between non-academic and academic counseling services -- whose responsibility?" Dean Jorgen Thompson pointed out that each institution must develop its own method for the particular situation. It was emphasized that it is important to

employ faculty in curricular advising, but that it was generally the responsibility of the Dean of Students, Dean of Men, or Registrar to coordinate the program. Dean Thompson also pointed out that through effective coordination of non-academic and academic counseling, a better relationship might be established with faculty members.

Allen Ivey, Director of Student Activities, Boston University College of General Education, spoke on the "Use of tests and other special diagnostic services in effective counseling." He discussed the program in existence at the College, and the use of tests and other services within that program. At the College of General Education a battery of tests is administered during the registration period to all freshmen. All students later receive an opportunity for a full test interpretation by qualified counselors. It is felt that a testing program can be a valuable asset in helping the student to understand himself, his aptitudes, and his interests. As the Guidance Department oversees all academic and personal counseling at the College, there is good opportunity to integrate tests into the full counseling program. Test results are also made available to faculty members for better understanding of their students. Mr. Ivey discussed other uses of tests within the University setting and the possibilities for special diagnostic centers as reading clinics, testing centers, and other specialized services. Questions for further discussion were raised. Among these were the extent to which tests may be relied upon as accurate predictors of college performance, faculty participation in a test program, the role of special diagnostic centers within the University, and whether or not test batteries should be administered to all students upon admission to a college or university.

Dean Ben David, University of Miami, discussed "Termination interviews -- a necessary part of an effective counseling program?" Dean David expressed the five objectives of a termination interview as being:

1. To help the student realize that this interview is both wise and necessary.
2. To work out individual problems which caused the termination of college plans leading to withdrawal.
3. To prevent unnecessary withdrawal.
4. To help the student develop plans for the future.
5. To bring to the student's attention other agencies within the University which may be able to help him solve his problem.

The mechanics of the University of Miami termination interview were reviewed. Dean David emphasized that it is important that the parents of withdrawing students be aware of the

situation, particularly if the student is under the legal age. Withdrawal forms must be signed by the academic and personnel dean for termination to be complete. It is felt this procedure brings the two offices into a fuller understanding and coordination. Dean David also raised the issue of readmittance to the University and the conditions under which withdrawals should be reaccepted for further college work.

Assistant Dean D. L. Shutt, University of Arizona spoke on the "Enlistment and training of faculty members to assist in non-academic counseling." A full text of his discussion follows:

#### A. Hypotheses

1. Every faculty member is a partner with the student in a quest they share -- self-realization, achievement of common goals.
2. Many teachers are basically neither interested nor skilled in dealing with individual students and their problems.
3. There is widespread acceptance of the principle that selected faculty personnel can and should be trained to work with the counseling staff.
4. Fundamental assumptions:
  - a. Student counseling is an integral part of the educational program.
  - b. Use of specially trained and assigned faculty will provide a larger number of varied personalities than would be available if the counseling service were limited to a smaller number of full-time personnel.
  - c. Inculcation of numbers of the faculty with the personnel point of view will in the long run result in better instruction and a more vital institutional attitude.
  - d. The faculty counselors will be trained and directed by professional personnel, whose training is directly in the field of counseling and who will be responsible for the overall operation of the program, including continuing service to the counselors, operation of staff clinics, and assistance with difficult cases.
  - e. The faculty counselors will be carefully selected in terms of certain basic criteria designed to insure that the most effective personalities are obtained.
  - f. The faculty counselors will be given relief from part of their teaching load or extra compensation as recognition by the institution of the value of their efforts.



- g. The faculty counselors will be given recognition for their effectiveness as counselors, as well as for teaching effectiveness, research, and writing, when promotions in rank and salary are being considered.
- h. Faculty counselors will be given training in minimum essentials before actually being given case assignments.
- i. Faculty counselors who prove ineffective or inefficient in counseling duties will be relieved of such duties without jeopardizing their other relationships to the institution.
- j. Adequate clerical and secretarial assistance will be provided, so that the counselor may use his time as completely as possible in service to the students. Appropriate office space will be provided since effective counseling requires an atmosphere of welcome and confidence.

#### B. Selection of Faculty Counselors

- 1. Personal adjustment
- 2. Demonstrated interest
- 3. Willingness to learn new techniques and concepts

#### C. Content of the Training Program

- 1. The personnel point of view
- 2. The nature of the student
- 3. The nature of human abilities
- 4. The interpretation of test scores
- 5. How to interview
- 6. Recording an interview
- 7. The recognition of symptoms
- 8. Study habit techniques
- 9. Vocational Information
- 10. Utilization of immediate and community resources
- 11. Counseling techniques
- 12. Case analysis

#### D. Questions

- 1. What is a fair adjustment of teaching load for the faculty member who is selected as a counselor?
- 2. What is the proper number of students with which a faculty counselor might be expected to work effectively?
- 3. Should students be assigned to faculty counselors or be allowed to select their counselors?
- 4. How does the faculty counselor secure background information about his students?

5. Should the faculty counselor call the student in for interview? How frequently should the counselor be expected to see his students?
6. What should be the relation of the faculty counselor to the professors in the department in which the student majors?
7. Should the faculty counselor have access to information in other specialized personnel offices?

A general discussion of the panel topics ensued. The main points follow:

Dean Peters raised the issue of responsibility for coordination of academic counseling services. The consensus of the group was that it is a responsibility of the student personnel administrator in conjunction with the academic administration of the college or university.

Several plans for faculty advising were discussed. Southern Illinois University employs released time for faculty members thus enabling them to devote adequate time to their counseling duties. Harvard University follows a similar program. In Boston University, College of General Education, all academic advising is handled by the Guidance Department as one of their main duties thus freeing the faculty for teaching and research. A study at the University of Arizona indicated that perhaps counseling is not as important as previously assumed. Twenty-five per cent of seniors at the University receive academic counseling and approximately forty per cent of the freshman class. Few problems have developed in the student body and a statistical study has indicated that the group without counseling have not suffered academically. Other plans for academic counseling were discussed, as paying the faculty who counsel the students an extra sum, employing graduate students as counselors, or utilizing upper division class members to assist in academic advising. Adequate catalogs were emphasized as important tools for academic counseling. Assistant Dean Shutt discussed the non-academic counseling program in development at Arizona. It is planned to incorporate faculty members and graduate students in guidance as counselors in place of a formalized counseling program.

A final topic raised for discussion was use of personnel records. It was felt records of students should be kept on file for easy access during the years following their completion of their college work. However, due to space pressures, additional storage space should be found for older records. Microfilming was listed as an important assist in this area. The importance of secrecy in the handling of confidential information was also emphasized.

The panel closed with a summary of the discussion.

#### GROUP X - Administration of Discipline through Student Courts

HALLIDAY: We seem to be at another turning point. First there was the more or less authoritarian handling of discipline. Then faculty committees, faculty-student committees, and student courts. This seemed to be a period of increasing non-directiveness. Now we hear criticism of these arrangements. Are we moving toward some new principle?

SMITH: At Dennison the administration has delegated universally all discipline to a Student Judiciary. We believe students must handle these responsibilities. Once a case has been reported it is handled entirely by students.

KELLEY: The Student Court at Santa Clara seems to have some kinks in it. A student report directs a considerable amount of criticism at it. This concern centers about "what is the Court's jurisdiction?"

DISCUSSIONS: Many detailed questions were asked about the workings of the plans presented. Other participants added information about the student courts on their campuses. Mr. Ray Farabee, President of the United States National Student Association was asked for his impression of the attitudes of students toward disciplinary procedures on the many campuses he has visited. He emphasized that the specific form and policies served to vary a great deal among campuses where students view favorably the disciplinary arrangements. He has concluded that what is most important is the "climate" of the campus on which the judicial proceeding takes place.

It was also suggested that the seeming diversity implicit in the many different plans used in various campuses is greater than any real differences in the principles discussed during this session.

Dean Carl Grip, Chairman  
Temple University

GROUP XII - Responsible Student Government; the Extent of its Scope and Authority.

Panel Chairman Clarence Deakins introduced the members of the panel and pointed out the variation in enrolment of the colleges represented (American International College, 1,000; Lehigh University, 2,600; and University of North Carolina, 7,500) and stated that such variety was most worthwhile.

Panel Member Dean Charles R. Gadaire of American International College briefly discussed the participation of student government in areas sometimes considered beyond the usual scope of students. He emphasized the point that if the intellectual climate had evolved to a true community concept, then students can contribute in a real way to the solution of many of the newer problems facing higher education.

He emphasized the fact that student leaders are transient contributors and one must constantly orient the new potential leadership to maintain the same favorable climate if progress is to take place.

Panel Member Dean Fred Weaver of the University of North Carolina briefly pointed out the educational role of student government, a role based on freedom. The effectiveness of student government is directly proportional to the extent to which it is free.

Perfect freedom does not exist except in the abstract. However, we should seek the maximum of freedom obtainable within the philosophy of the institution. The Dean serves as liaison between institutional limitations upon this freedom. He should be animated by the conviction that the student government is an educational enterprise -- demanding both administrative literalism and common sense.

Panel Member Dean J. D. Leith of Lehigh University briefly discussed the legal basis of the authority of student government. He emphasized the point that colleges and universities exist only as arms and agencies of society and that within the college units of student government exist only as arms and agencies of the college or university.

Thus there are always limitations in the setup of student government.

In emphasizing the need of student government to accept responsibility within their limitations, Dean Leith

suggested that rather than "Student Government" we should speak of "Student Participation in Government."

The following list indicates the main contribution of the discussion that followed the panel presentation:

1. To overcome the variation in leadership and thus the variation in scope and authority from one year to the next, a constant re-educative process is essential.
2. The Dean of Students and his colleagues, if dedicated to the philosophy of Student Government, can do a great deal to insure student responsibility.
3. There is no fixed plan or structure for the student governing body or bodies. It was suggested that each campus is a special environment and the variety of student government structures thus reflecting this individuality.
4. There is danger that in view of the years ahead, student government programs may expand beyond the time available to do the job. Continued departmentalization of student government will perhaps produce real problems for the personnel area in the future as academic demands increase.
5. The possibility that high caliber students will be less eager to assume leadership student government positions, suggests many problems facing the student government adviser in the future.

GROUP XIII - Student Participation in Institutional Policy  
Making and Administration

Dean Longnecker introduced the topic mentioning Harry Lunn's report. He felt that students should not be concerned with admission procedures. In the matter of raising tuition, it was agreed by the group that students should not be concerned with this either. A persuasive policy would be used having them use student leaders to disseminate the reasons for such an administrative act. Dean Longnecker felt that students should not be concerned with the curriculum either. It was brought out, however, that student government in Harvard University carefully studied the curriculum and made recommendations which were adopted.

It was noteworthy that there is a strong tendency to place students on all sorts of academic committees. There was general agreement that students are apt to lose interest in serving on these committees during the spring. In colleges where student government is strong, such students are removed by student council.

In matters concerning student discipline, there exists a very wide range in the matter of handling discipline cases. Student committees sometimes handle all cases, making recommendations to the administrative officers, subject to over-ruling. Sometimes the Dean of Students is responsible for all such cases. The Honor System seems to be on the way out. The cases of lying, stealing, cheating and failure to report an offense go before student discipline courts or to the administrative officers.

One participant stated that discipline and cheating cases, as well as difficult students in general, in his institution are from the lower 10%. He represented a state institution where selective admissions are difficult to achieve.

It was, also, generally agreed that the majority of students take very little interest in their Student Government Associations.

Director James Foy, of Alabama Polytechnic Institute, mentioned one difficulty with Student Government Associations, namely, the matter of them becoming an "opposing army" to the administration instead of being participants.

Also brought out was the fact that student participation is apt to break down because of the lack of proper communications among the administration, the students and the faculty.

Mr. Ray Farabee, President of the USNSA stated that it is impossible to have a complete communication. Colleges have to use the student leaders to reach as many of the student body as possible.

One member of the group felt that administrative officers need not have the general feeling that students will cause trouble if they are permitted in administrative matters. It was generally agreed that there is a tendency on all campuses for students to know each other less than they used to and to be less tolerant.

The group then voted to adjourn.

Dean Margaret L. Johnson,  
Secretary  
Richmond Professional Institute

GROUP XIV - Changing Attitudes of Students in Changing Times;  
Developing Student Responsibility and Maturity

Recorder: Assistant Dean Louis A. Toepfer

Panel arrived at the conclusion that students have become more serious about learning. They are developing new and stronger academic interests. Their activities are becoming more closely related to their studies. This raises new problems for the student personnel people. Increased study efforts may increase frustrations and problems for the marginal student. There may be a greater need for academic counseling. Faculty members will want to work closer with activities directors. New types of activities will emerge and will require the interest and support of the student personnel staff.

## REPORT OF GROUP XVIII

## Academic Advising of Students -- Coordination with the Counseling Program

1. As far as academic counseling was concerned, the coordination of the services seemed to vary with the size of the institution. The smaller the institution, the more this service was divided on a cooperative basis between the dean of instruction and the dean of students. On the other hand, the larger the institution, the more singular this responsibility, that being the dean of students.

2. Faculty advisors assume academic advising as a part of their institutional responsibility. In some cases, they are either paid additional salary or have their teaching load lightened. However, in most cases, this service seemed to be included as part of their teaching responsibilities, and they are informed of such upon their acceptance of their contract.

3. Academic advising is an extension of the classroom and is thereby classified as individualized instruction.

4. In many institutions, the problem of securing professors to meet the demand of increasing enrollments is acute. Therefore, classes are larger and academic advising becomes an impossibility.

In some cases, professional academic advisors are secured to give full time to this service. This frees the teaching staff for class preparation and lecture. In other cases, secretaries of professors are expected to take care of registration materials, thus minimizing professional guidance and counselling that normally occurs during this process.

5. Coordination of academic advising with the counseling program varies with each institution depending upon organization, emphasis, and professional training. It seems apparent that in many cases student personnel programs are faculty members in the various institutions who have been assigned as the dean of students regardless of their preparation or degree.

Dean LeRoy H. Giles, Chairman  
Carthage College



GROUP XXII - Administration of the Off-Campus Housing Program --  
Controls, Standards, Inspections, Approved  
Listings, etc.

I. Off campus housing policies cover the entire scope from the institutions that do little or nothing about it to those with rather elaborate programs. This wide range depends on the size of the institution, its location, the finances that can be made available for an off-campus program, the desire of the administration to better the off campus housing plus a team effort of the institution and community toward reasonable standards.

1. The University of Colorado pays one-half the salary of a city-county sanitarian who inspects the larger off-campus units including the fraternities and sororities. Through the Student Health Service and Student Dean's offices, the University of Colorado is cooperating with the City-County Health Department to encourage the passing of a housing code.

In working toward a set of standards distinguish between a building code which affects new construction and a housing code which affects old construction.

2. The University of Minnesota through their school of Public Health has a large off-campus program. [Recommended minimum health and safety standards for off-campus student housing was presented in a paper by Richard Bond and Lee Stauffer, who are connected with the School of Public Health at the University of Minnesota. This paper was presented at a meeting in Los Angeles late in March, 1958 to the Section of Environmental Health and Safety, American College Health Association group.]

3. The City of Evanston, Illinois has a Housing Code and Rooming House Ordinance. The city now requires a permit before allowing any rooming house to operate. In their first year of the code they processed 350 applications and devoted much time to the educational phase of their program.

4. There is a uniform building and housing code for the western part of the United States developed by the office of the Secretary of Pacific Coast Building officials, 610 South Broadway, Los Angeles, California. Cities and schools in the western area could use this code as a guide.

5. Good residence halls help raise the standards of off-campus housing.

## II. Methods of Inspection

1. No inspection.
2. Inspect by request or complaint
3. Part time graduate student connected with student dean's office or housing office.
4. Full time inspectors (a) not professionally trained; (b) trained sanitarians, public health people.
5. City inspectors - Fire, Health, Safety.

III. Work toward an educational program -- an effective off campus program depends on good landlord-tenant relationships. Institution can help bring this about.

1. Have a householders meeting, explain and discuss program. (a) Inspections by institution done in the right way can result in good public relations. (b) Some schools give certificate of inspection each school year.

2. The person in the Housing Office placing students in off campus units should be sympathetic to student needs and help breed confidence in program to both students and parents. This new home away from home is often the start of the emancipation of the student from his parents and can be very important.

3. Detroit University sent out questionnaire to off campus residents about their activity problems and received a barrage of ideas.

4. The "absentee" landlord is not desirable because in general they lack personal interest. Some schools will not approve units if operated by absentee landlord.

5. The housing of a student can be a very satisfactory experience for both the student and the owner if they have a reasonable attitude and will give consideration to the other's point of view. Through helping each other many lasting friendships have been established between owners and students.

6. Student Welfare Committees may help supplement inspections and off campus programs. (a) Make certain committee members are courteous. (b) Do not assign student committee more to do than it can accomplish. (c) University of Colorado student

Welfare committee sent letters to householders, fraternities and sororities (1) encouraged householder to have fire department and/or insurance inspector; (2) have landlord encourage students to be fire and health conscious; (3) ran constructive articles in student paper; (4) made reports to student government.

(d) Set up suggestion and complaint box in Union building or appropriate place. (e) Set up table at registration for suggestions and complaints.

#### IV. Listings.

##### 1. Apparently there is no standard method.

Ohio State uses a metal panel made by ACME Co. They type listing on a 1/4" insert. They inspect only within walking distance of campus and pay a graduate student approximately \$200 per year on a one-half time basis. He is an assistant in the Dean of Men's office and works 12 months per year and also receives one-half vacation.

Detroit University has large map of immediate area with the same smaller map in the student handbook. They place card listing on map and also use colored pins in places not so close to the University. Listings are taken only one month preceding the start of each semester.

University of Colorado makes carbon copies (10) of listings for folders which also list the three main off campus rules. Have map in folder divided by zones and also list distance from student Union building.

#### V. Apartments for single male students.

Of the 17 schools attending the panel discussion only one school did not allow undergraduates to live in apartments. However, some reported that freshmen were required to live in residence halls and others had few apartments available that were not used by married students.

University of Colorado requires a permit and has a two page policy sheet about apartment living. All male students under 23 years of age are required to have an apartment permit. Considerable discussion about age, women guests, etc. which is covered in apartment information sheet.

#### VI. University Control.

Outline of remarks by Paul Connole follows:

A. Categories -- how determined, by whom, against what criterion or standard? Age? According to legal definition of minority, voting age, age of consent? Consent of parents? Assumes responsibility on part of parent. Sex?

B. Administrative office responsible for control.

1. Representative of precedent
2. Representative of Dean of Students
  - a. Direct
  - b. Through Health service
3. Business office

C. Adjudication of conflicts.

1. Preventive maintenance -- written agreements, contracts, social rules, damage deposits.
2. Operation must be tempered by basic rule of supply and demand.

D. Disciplinary action against student is always available and appropriate but what could university do against landlord.

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